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ABSTRACT

Written to help educators maximize student learning, this publication outlines a process for designing and implementing an improvement and restructuring plan based on knowledge acquisition, needs assessment, indepth planning, and development of commitment to change. Research has identified 14 conditions for successful schools: high attendance, social success, high self-esteem, learning-to-learn skills, appropriate learning climate, parent/community involvement, adequate curriculum and effective instruction, high expectations for students and staff, instructional leadership, adequate academic learning time, staff empowerment and professionalism, competency and self-renewal, and vision. To assess these conditions, sample staff, student, and parent/community surveys are included. Eight chapters describe a 12-step process to help readers/practitioners decide to improve the school; organize a successful school leadership team; construct a mission statement; collect and analyze data; establish goals; perform a discrepancy analysis between goals and mission statement; write subgoals and objectives with performance indicators; establish time lines; designate responsibilities and resources; implement the written plan; and make periodic reviews to determine accomplishment and need for revision. Appendices summarize effective schools research and provide survey forms and instructions for administering them and interpreting findings. (MLH)

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SUCCESSFUL
School Planning And Restructuring

Leadership for the 21st Century

Margaret E. Fitch
and
Paul J. Malcom

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This book is dedicated to
the memory of the late
Ida Gitlin,
former administrator of
Indian Hill School,
Omaha, Nebraska,
our leader and constant inspiration,
who effectively administered
a Successful School
for students, staff, parents
and school community.

M. E. F. &
P. J. M.

A Word From the Publisher

The little red school house is gone. So is the buggy whip factory. And the dodo bird. The rule for survival is inflexible and absolute: **Adapt or face extinction**. It applies to schools, school districts, businesses, industries, regions, species and countries. With this book, schools can not only survive but become centers for outstanding student achievement.

Just as there are thousands of paths through the forest, each with its own risks and rewards, there are thousands of ways to restructure a school, some with dead ends, some with quick-sand and some with bright sunny valleys.

In the early 1980's, a trend toward quality and excellence was started in this nation's corporations. The rapid pace of change, political, social, economic and environmental stressed all organizations and most deeply the nation's schools. It was at this time that the authors began to research the alternatives and challenges of restructuring America's schools. Their efforts indicated that schools could change and become more productive for teachers, staff, students and parents.

The key to success in any endeavor is leadership. This book goes beyond discussion and shows **how** quality leadership can develop when a clear course of action is provided. The surveys of staff, students and parent/community provide valuable feedback that has been lacking from books of this type.

This, then, is the author's contribution to helping others traverse the often confusing forest of school restructuring and adapt to the new demands of education. This is an undertaking with far-reaching implications and consequences. The process provided in this book proves that schools will exert control over their future or be overwhelmed by it.

Roger W. Piette, 1992

Survey Software:

The key to restructuring is to engage the staff, parents/community and students in the process. The most effective method for doing this is to survey these groups to determine their perceptions. Research indicates that high achievement is closely related to the **perceptions** and **attitudes** of those involved.

The software provided with this book has been designed to make the process of compiling these various surveys as easy as possible. There are two options for obtaining results:

1. Use the data from Scantron forms (standard test forms), a Scantron OMR scanner and IBM-PC to scan the survey forms.
2. Send the survey on Scantron forms to ISD Software for scanning. See documentation for more details.

The survey software provided includes all of the questions and condition matches. Once all of the survey forms have been scanned, reports are immediately available.

See documentation for specific hardware requirements.

Foreword

Successful School Planning and Restructuring was written to assist educators in their efforts to maximize student learning. Never in history have schools been faced with a more difficult task. However, an abundance of research exists that describes the conditions and characteristics of successful schools. With this information, educators can provide every student with an outstanding education while providing staff with a high level of participation in the decision making process.

The step-by-step process provided will assist administrators, members of the leadership team and the school staff in designing a written plan for improvement and restructuring through these steps:

1. Acquisition of knowledge
2. Assessment of needs
3. In depth planning
4. Development of a commitment to change

Through the research, fourteen conditions were identified that provide the foundation for success. To assess these conditions, staff surveys (elementary and secondary) and student surveys (elementary and secondary) are provided. A parent/community survey is also included. These surveys are item condition matched to identify specific strengths and weaknesses. Other pertinent data interpretation and treatment methods are outlined in the text. With this information, staff can become empowered, goals developed, promising practices implemented and student learning improved.

School staffs that have followed and implemented an improvement plan often realize an increase in student achievement. In one metropolitan school district of approximately 42,000 students where this program was implemented, 74 percent of the schools showed gains in test scores, 18 percent stayed relatively stable, and eight percent showed a decline over a six-year period. **The most consistent and lasting gains were made by schools who reviewed and updated their improvement plans each year based on assessment data.** In our research, schools that showed declines did not monitor their implementation plan carefully or did not write goals focused specifically on student achievement.

The framework of the school improvement and restructuring program was based on the following mission statement:

The purpose of *Successful School Planning and Restructuring* is to implement school based management practices that enable students to attain high achievement levels, acquire the knowledge and skills necessary to function adequately in a rapidly changing society, and make contributions to their world. To fulfill this purpose, it is believed:

1. All students have the ability to learn.
2. All teachers have the ability to teach effectively and the commitment to make needed adjustments in beliefs, practices, and procedures.
3. Restructuring will occur when the conditions of successful schools are used to identify strengths and diagnose areas that need to be improved or restructured.

4. Restructuring will occur when all involved cooperate to search for ways to restructure.

5. Plans for restructuring must be based at the building level.

6. Norms that reward collegial planning, experimentation and monitoring student progress are important ingredients in the restructuring process.

7. Staff, students, parents and community members can become effective problem solvers in the improvement process.

8. Attention needs to be paid to environmental factors and how they might have an influence on practices and programs.

9. Assessment of current conditions and determination of needs must be an on-going process.

10. Improvement and growth are possible regarding the institution and the individuals associated with it.

The objectives of *Successful School Planning and Restructuring* are designed to enable the staff and school community to:

1. Adopt a commitment to change.
2. Develop a vision of the ideal school.
3. Acquire knowledge regarding essential conditions for success and school restructuring.
4. Collect data to diagnose the current status.
5. Analyze and use assessment data to formulate needs.
6. Construct goals, activities, and timelines, and assign responsibilities.
7. Design and adopt an action plan for school improvement or restructuring.
8. Implement the restructuring plan.
9. Monitor the process of implementation.
10. Guide and reinforce the individual and group efforts.
11. Evaluate and revise the plan as necessary.

This program requires one to three years to show significant results.

M. E. F.
P. J. M.

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Chapter 1

BUILDING THE FOUNDATION

OBJECTIVE: The purpose of this chapter is to challenge schools to catch the vision of success and improvement. After a study of this chapter, the school staff should be able to:

1. Build a leadership team.
2. Devise a mission statement.
3. Define a successful school.
4. Become aware of the fourteen conditions inherent in a successful school.
5. Become aware of the benefits of using research to improve current practices.
6. Identify and use methods to assess school needs.

INTRODUCTION

School administrators and staffs can improve the learning of all students. The process described in Successful School Planning and Restructuring provides the knowledge and method needed to assist in realizing this goal. The following sequence identifies the procedures necessary.

1. Make a decision that the school can be better.
2. Organize a successful school leadership team.
3. Construct a mission statement.
4. Collect and analyze data.
5. Identify needs based on the data.
6. Establish goals.
7. Perform a discrepancy analysis between goals and mission statement and modify the mission statement if necessary.
8. Write sub-goals and objectives with performance indicators.

9. Establish time lines.
10. Designate responsibilities and resources.
11. Implement the written plan.
12. Make periodic reviews to determine accomplishment and need for revision.

It is now within the power of schools to control how successful they can become. An abundance of research exists that describes the characteristics that bring about success. In addition, more is known about effective teaching practices than ever before. Belief, commitment, and a sense of control are needed, but are not sufficient. Schools need to have in place a concrete plan of action to achieve the status of a successful school.

THE NEED FOR CHANGE

Educators have historically discussed the need for change, but the demand for it has gone far beyond rhetoric. External forces have shown a willingness to become catalysts for change and improvement by identifying specific issues that give rise to action.

Schools of this century are charged with educating a more complex and diverse student population. In addition, public confidence has been reduced in the schools as they exist and the society in which students live today has changed considerably. Therefore, the education of the student has to address those needs that acknowledge the complex web of uncertainty, conflict, and contradiction. The productivity of the nation's educational systems will have to increase dramatically to educate more students to higher levels of achievement.

Change is necessary to alleviate the growing uneasiness regarding educational purposes and methods, and their impact on the nation socially, economically, and psychologically. Schools should implement change by first giving consideration to the accomplishment of the following outcomes:

- Increase the number of students who have mastered the basic skills.
- Provide students with a substantial knowledge base as well as higher order cognitive skills.
- Help students achieve a thorough understanding of the subject matter, and an ability to apply this knowledge in creative and imaginative ways.
- Narrow the achievement gap between minority and majority youth.
- Improve holding power of schools so that virtually all students at least finish high school.

- Enhance the professional environment for teaching.
- Prepare students to enter a rapidly changing job market.
- Place more emphasis on "traditional" academic subjects such as reading, writing, and mathematics since the need for these skills will increase.
- Plan well the use of new learning technologies that enable machines and humans to make learning a relevant and applicable future skill.
- Provide for lifespan learning beyond Grade 12.
- Empower the people closest to the job to make decisions.

SCHOOL-BASED MANAGEMENT AND LEADERSHIP TEAM ORGANIZATION

School-based management is a working relationship that makes it possible for staff, students, and school advocates to form a collegial leadership team responsible for managing and improving the school. This group can become empowered to assume decision making roles and accept responsibility for decisions made. Empowerment becomes a reality when the team acquires the ability to design new structures and procedures. Time for training in team building, group problem solving and decision making is essential.

The leadership team is the key to success when putting school-based management and accountability concepts into practice. The efforts of this group can bring about desired change. However, much rests on the competency, commitment, and creativity of team members who need to be visionary, knowledgeable, action oriented risk takers.

Team members should represent the total staff and school community. The size of the school will determine the number of members on the leadership team. Five to ten members is appropriate. The principal or a designated administrator should be an active team member to provide necessary support and assistance in the creation of ideas. Parent and school community involvement is an important factor to consider when determining team composition. Central Office support and assistance is vital to the success of the program.

An orientation process prior to team selection can help the staff to become aware of the philosophy and conditions that describe a school where all students succeed. Team selection, training dates, timelines and commitment can then be determined. Time provided for members to bring team deliberations to the entire faculty is essential. The team's responsibility is to develop activities whereby the total staff solves problems, makes recommendations and approves goals. These activities enhance the possibility that staff will feel ownership of the restructuring process.

The suggested leadership team responsibilities include but are not limited to the following:

* Making decisions.

* Accepting responsibility for implementing the decisions made.

* Designing and inventing new structures and procedures.

* Becoming instrumental in bringing about desired change.

* Managing and improving the school.

* Focusing on accountability of student performance.

* Increasing motivation and commitment of all staff.

* Keeping communication and information flow constant.

* Improving and maintaining parent and community involvement.

* Setting goals determined by school staff perceptions of needs and analysis of data.

* Seeking long-range commitment to implementation.

* Coordinating all program components.

Since the capabilities of the leadership team have an effect on the restructuring process, training opportunities should be made available to team members as well as other staff or community personnel. Training areas may include:

* Empowerment/responsibility.

* Team building.

* Group problem solving.

* Communication skills and consensus building.

* Change process.

* Goal setting/action planning.

* Data gathering/analysis.

* Collaborative decision making.

* Use of current research.

* Organizational skills.

MISSION STATEMENT

One of the first activities required of the leadership team is to prepare a mission statement to guide the restructuring effort. The mission statement should represent the position of the school staff regarding the achievement of all students and should be consistent with the concepts of a successful school. Involvement of the total staff in defining the mission of the school is crucial. It is suggested that the format include an encompassing statement that provides the basis for the belief system. This statement should be followed by short, supporting phrases or sentences. The mission statement serves as the philosophy to assist team members as they build the successful school structure.

Activity

Team members should begin the composition of their mission by first brainstorming ideas to build the content necessary for the encompassing statement. Next, the group will list the short capsule support topics. This should reflect the thinking and beliefs of the team members. When consensus is reached and the team is satisfied with the content, the mission statement should be taken as a recommendation to the entire faculty for editing and approval. The "buy in" is an important process since the mission statement will guide the decision-making regarding changes necessary for success.

MISSION STATEMENT EXAMPLE

Hillside School offers a comprehensive program in an atmosphere that is open, concerned and responsive to the needs of students and the community. Therefore, the school establishes practices and programs to maintain and improve the quality of teaching and learning. The following statements express the philosophy that guides the school in the formation of its educational program:

1. All individuals should be treated with respect and dignity, and be considered as unique individuals with self-worth.
2. An orderly, purposeful atmosphere is conducive to student learning and effective instruction.
3. Students should be provided with opportunities to maximize learning and accomplish goals in the areas of skill development, career planning and personal/social development.
4. Students should have the opportunity to develop a competent level of decision making in order to further develop their interests, aptitudes and abilities.

5. All individuals should be given the opportunity to analyze themselves, identify strengths and weaknesses, and be encouraged to take positive steps toward self-improvement.

6. Students, parents, and staff have a shared responsibility for student mastery of basic skills, personal/social development, and communication.

7. Students should be aware of the world's diversity and how this diversity affects their lives.

ESSENTIAL DEFINITION AND CONDITIONS

The definition of a successful school contains four criteria:

First, student achievement must be high. This criterion may be verified by the examination of standardized test scores, the percent of students who have mastered grade level or subject area skills, or verification of student performance through writing samples, portfolios, or demonstration of ability. If standardized test scores are used, the median percentile rank should be well above fifty depending on the current achievement level. If grade level or subject area skills are used, at least eighty percent of the students should master eighty percent of the learning objectives. If performance is used, at least eighty percent of the students should demonstrate the ability to do the task in question.

Second, the school must guarantee equitable treatment of students by the disaggregation of measures of achievement as stated in the first criterion of the definition. Disaggregation of performance must be accomplished by sex, race, and socioeconomic status. To be successful, the school must demonstrate that equal proportions of students are found in each quartile in the areas of disaggregation.

Third, the school must have in place a comprehensive, coordinated, and well-articulated curriculum. To verify this criterion, a written document must be available that defines the curriculum areas and shows the major goals and objectives to be mastered at each grade level or in each subject area. An adequate curriculum must pay attention to basic skills as well as higher order skills. Assessment devices must be used that reflect and measure the skills contained in the curriculum.

Fourth, there must be a vision that reflects what the school should look like five to ten years into the future. A mechanism must be in place to evaluate the current situation to determine in what areas changes in program and/or structure are needed. To verify this criterion, a "Visions for the Future" committee should be organized and in operation. Duties of the committee should include the dissemination of topics discussed and synopses of research articles and literature.

Conditions for Success

In order to reach the pinnacle of success, a school must meet several conditions. Most of the conditions can be assessed through the administration of the Designing Successful Schools Surveys (Appendix B). Other conditions can be assessed by examining records contained in the school and/or the administration of additional questionnaires /opinionnaires. A method must be devised to gather data dealing with all the conditions. Since the conditions as described below all represent parts of a fine-tuned educational organization, their presence is mandatory if success is to become a reality. The conditions are discussed in detail in Chapter III.

1. **Attendance**. In order to be successful in school, students must attend. On a yearly basis, a student should be in school 96 percent of the time. Even at this rate of attendance, a student will miss approximately seven days a year, assuming a school year of 180 days. Over the course of the student's elementary and secondary career, this amounts to over 91 days or a half a year of schooling. Even though students may make up missed assignments, they still do not participate in the learning environment during absences. If the learning environment is dynamic and focused properly, making up assignments only accounts for part of the learning that takes place.

2. **Social Success.** Successful students must be able to communicate with adults and other students. When conflicts in viewpoints arise, adults as well as students should have the skills necessary to state their beliefs regarding an issue in an open, forthright manner and to listen to the beliefs of others without antagonism. Students should learn to deal effectively with their peers inside and outside the classroom.

3. **Self-Esteem.** If students are to reach achievement levels commensurate with their potential, they must believe in their ability and their capacity to remedy any deficiencies that may present themselves throughout their educational careers. Included in an adequate self-esteem is the ability to recognize and admit when an educational or social problem arises.

4. **Learning to Learn Skills**. Since learning should be a life-long pursuit, schools must be certain that students acquire specific skills to enable them to be successful active future learners. Learning to learn skills include literacy in reading, communication, and mathematics; the ability to read for different purposes and the knowledge to distinguish among the purposes; the ability to state and solve problems, locate and apply pertinent information and use technology to satisfy their needs. In addition, students need to be able to use study skills including notetaking and outlining, and to use appropriate resources.

5. **Learning Climate.** The learning environment of the school must be conducive to the acquisition of academic and social skills necessary for success. The learning environment must be orderly and purposeful and exude a high level of courtesy and mutual respect among staff and students. School rules and discipline procedures should be fairly and consistently enforced. School learning must be given high priority and recognition. There must be effective classroom organization and management, and the adults must possess and use problem-solving and counseling skills.

6. **Parent/Community Involvement.** Parents should be involved in the educational process in order to improve the achievement of their children. The school staff has every right to expect parents to take part in the students' learning. Therefore, the school has a responsibility to explain to the parents how they can assist in raising their children's achievement. The school staff must decide what it wants parents to do and communicate this decision. Support can be shown by all parents, including those whose work schedule or other responsibilities make it impossible to come to school. The type of involvement envisioned here is that of a cooperative effort to enhance the learning of children and young adults.

7. **Curriculum/Instruction.** The curriculum is the heart of the educational endeavor. Its development and delivery system are the most crucial activities the school undertakes. The curriculum must be examined periodically to make certain that it meets the needs of the students and the demands of society. There should be alignment amongst what is to be taught, what is actually taught, and what is tested. The professional staff must continuously up-date its skills and knowledge so that methods of instructional delivery are state-of-the-art. More is being learned about the educational process and the delivery of instruction. The school must examine its current pedagogical procedures in light of new knowledge.

8. **Expectations.** Students accomplish what is expected of them. They tend to set their goals no higher than those set by their teachers. Expected behavior tends to be reinforced and self-perpetuating. High expectations is a concept to which it is easy to give lip service, yet the actions of staff must not contradict the stated belief. In a successful school, there must be only one true and accurate measure of high expectations and that is the success of the students. There are other indicators, but these only point to ways to avoid treating students as though expectations are low.

9. **Instructional Leadership.** The principal or designee must be the instructional leader who internalizes and communicates the mission of the school to staff, parents, and students. Instructional effectiveness must be used to evaluate the school, its staff, and to create school policy. Instructional leadership is an elusive condition to measure. However, the attempt must be made and characteristics of effective leadership must be pursued relentlessly. Actions are intricately interrelated and a check-list approach may be inadequate but necessary to find clues to lead to more effective leadership. The presence of this condition can be observed by ways achievement data is used to improve student learning.

10. **Academic Learning Time.** Schools must allocate a significant amount of classroom time to instruction. For a high percentage of that allocated time students must be engaged in, and successful with, learning activities. Academic learning time is directly related to attendance. Allocation of time is imperative, but is not a sufficient condition. Students must be present to take advantage of the instruction. Staff must be conscious of the invaluable resource of time effectively used.

11. **Monitoring of Student Progress.** Feedback on student academic progress must be obtained frequently using multiple assessment methods. The results obtained from these varying methods must be used to improve individual student and group performance as well as the instructional program. Staff must meet regularly to discuss the assessment findings and to examine methods and curriculum in light of them. Students need to be able to evaluate their own progress from time-to-time to help them understand the relevancy of the instructional program to their individual needs and desires. Monitoring the progress of individuals or groups of students should be a joint effort to ensure that students do not experience failure.

12. **Empowerment/Professionalism.** Empowerment provides the opportunity and the resources to allow people to understand and change their environment, it releases the potential of all members of the school community. Staff and others must feel ownership of, and responsibility for, accomplishing the mission of the school. Success breeds empowerment and empowerment leads to continued success.

13. **Competency/Self-Renewal.** The educational process must give students and staff hope and confidence in themselves and the society of the future. They must be provided with the skills and knowledge necessary to become successful in their world. In a successful school, even the most experienced staff should acquire new knowledge and skills. Students must be taught to work in collaboration with other students and adults. The persons involved with the school should feel good about what is happening, but should be confident enough in themselves and their institution to strive for improvement.

14. **Vision.** In a dynamic world, marked by rapid change, school planning must take into account the external as well as the internal environment. Old data and information do not suffice when decisions are made. Assessing needs must be a continuous process to make certain goals reflect the changing environment. Vision is realized by a careful analysis of the organizational structure of the school and planning necessary changes.

RESEARCH FOUNDATION

The conditions for success described previously are supported by the findings of many researchers. These findings provide a solid foundation for team deliberations and serve as the focal points of the decision making process. Any decision made should have its basis in research. The bibliography lists studies conducted and professional articles written that support and verify the existence of characteristics that have been found to ensure success for students. However, it is extremely important for the leadership team to up-date the research reported in Appendix A and to search for new conditions that may have an effect on student learning. Becoming a successful school is a dynamic process. Therefore, the continued pursuit of new knowledge dealing with successful practices and procedures is not only desirable but essential.

Current Research Findings

New developments in the field of education are occurring at a phenomenal rate. Research studies and resultant findings are published in a variety of educational and social journals. It is incumbent upon the staff of any school to keep abreast of the recommendations, program evaluations, and effective pedagogical methods and practices that accompany research endeavors. A school that does not pay attention to keeping up-to-date in this age of knowledge explosion will soon find its methods hopelessly out-of-date. Although updating knowledge and skills is not an easy task, it is one that is born of necessity and cannot be overlooked.

Therefore, one of the first endeavors of the leadership team is the examination of the literature in regards to what is happening in the field. Research journals and the journals of professional organizations are excellent sources to begin the process. Team members should be assigned to examine specific sources. Each member then reports to the team regarding his or her findings from the review. Page 11 contains a sample form that may be used to help team members organize their thoughts and assist them in reporting to the total group. The heading of the form is self-explanatory. Other parts of the form are discussed briefly below.

Summary of Article

This part of the report should highlight the purpose of the article or research study and summarize the conclusions or recommendations.

Major Points

The reader should list numerically any major study area that would have implications regarding the work of the team in making program or policy recommendations.

Reader's Recommendation

The team member should state any reactions to the article or research and make appropriate recommendations to be considered when the team updates the research section of this manual for creating successful schools.

RESEARCH REPORT FORM

Journal: Issue/Date:

Title of Article:

Author:

Summary of Article:

Major Points:

Reader's Recommendation:

INSTRUMENTATION AND COLLECTION OF DATA

Data collection is one of the most important activities the school staff and leadership team will undertake. It is important that the written plan be based upon information that has been carefully gathered, treated, and interpreted. Since the goals decided upon will be a function of the findings, accurate and timely information is crucial. A major source of data is the Designing Successful Schools surveys. Test records and other achievement indicators such as failure rates or grade point averages are also data sources. School attendance records including percent of attendance, mobility, drop-out rates and demographic data may help to identify needs.

The following constitute sources for the data collection process.

1. **Designing Successful Schools Staff Survey.** This survey is administered to the certificated staff of the school and can be found in Appendix B. If the survey is scored electronically, the print-out will serve as the source document. If the scoring is done manually, reporting forms are included in Appendix D.

2. **Designing Successful Schools Student Surveys.** These surveys are administered to all students in the third grade and above. If the school is large enough, random selection may be used. A copy of these surveys can be found in Appendix B. Scoring options are the same as for the staff survey.

3. **Designing Successful Schools Parent/Community Survey.** This survey can be administered to a randomly selected parent/community group. It is important to use a random selection process to make certain that a representative group of parents and community members is surveyed. Scoring options are the same.

4. **Assessment Data.** All assessment information available should be used. Norm-referenced, criterion-referenced, and performance data are needed if this process is to be thorough and adequate. If this type of data is not available, steps should be taken to obtain it. It is impossible to make valid decisions without data related to student achievement.

5. **Attendance Records.** This information is necessary to determine whether school-wide programs are needed to make improvements in attendance patterns of students. Attendance records are also used to determine drop-out rates and mobility rates.

6. **Demographic Data.** Any demographic data available should be used. Socioeconomic and ethnic data are crucial to the disaggregation of assessment information.

USE OF WORK GUIDES

Work guides are placed at the end of each chapter to guide the leadership team and the total staff throughout the process of successful school development. The importance of these work guides cannot be over-emphasized since they are designed to assist the school in developing a plan that will be based upon input from all concerned with success for students.

Whenever the work guide calls for discussion, team leaders should always make specific plans to facilitate the discussion process. One method is to divide the team into groups and assign specific elements to each group to discuss. Innovative methods for each group to relate the highlights of its discussion to the entire team should be devised. Another method is to have team members read in advance the material that will be discussed. As they read, they should identify those ideas/concepts with which they agree and those with which they disagree. At the discussion session, individual agreements and disagreements should be analyzed by the entire group.

A record should be kept of the proceedings and information resulting from the completion of the activities described. A filing system should be established to allow for efficient access to desired information.

WORK GUIDE

Check When Completed

Leadership Team Activities/Responsibilities

_____ 1. Meet as a team; have each member complete the following statements to be displayed on charts for discussion.

a. I am a part of this team because ________________________________.

b. I bring the following skills and attitudes to this team ________________________________.

c. My expectations for the team are ________________________________.

d. Team member qualities necessary for this team to succeed are ________________________________.

_____ 2. Discuss with team members the twelve steps to success and the need for change. (Pages 1 & 2)

_____ 3. Discuss the definition of a successful school and the fourteen conditions for success.

_____ 4. Use the following process to define current problems.

a. Use a visible means to record the results of brainstorming ideas regarding existing school problems.

b. Group related problems.

c. Star problems that have potential for team solution.

d. Save starred problem statements for future reference.

_____ 5. Complete the mission statement. Make arrangements to present the proposed document to the entire faculty. Edit and revise accordingly.

_____ 6. Administer the diagnostic instruments: Designing Successful Schools - Student, Staff, and Parent/Community Surveys.

_____ 7. Assign team members to be responsible to present current research periodically. Use the form and method described on Pages 10 & 11.

Chapter 2

THE CHANGE PROCESS

OBJECTIVE: The purpose of Chapter 2 is to assist the leadership team in becoming responsible for needed change. The staff role regarding change is one of optimism.

INTRODUCTION

Successful schools must make a commitment to work for change in order for change to occur. Initial implementation of desired practices is important but not sufficient. Everyone in the school community must take the responsibility for change. Reinforcement, assistance and encouragement of involved staff can provide momentum. However, staff ownership and involvement are needed to insure improvement that is significant and sustaining.

School conditions and beliefs are often determinants of success. Site-based management has proven to be effective in implementing change. Improvement plans, whether they include massive restructuring or smaller change, must be based on the needs of individual students and individual schools. Thus, needs assessment forms the basis for problem identification and appropriate planning.

Activity

To determine the opinions and principles of the leadership team and/or the entire staff, this activity is recommended. The members of the leadership team or staff could consider the beliefs of educators regarding learning, the family, the needs of business and industry, and the society in general. When examining the beliefs, the current condition should be considered as well as the desired condition. Second, the team could consider the practices of the educational system that may no longer be adequate such as basing the school calendar on the needs of an agricultural/industrial society. Other practices could include grouping students for instruction, assessment, and grading. Again, the current and desired states should be discussed. The results of this activity should prove helpful when the leadership team is discussing the change process.

CHANGE PROCESS

Definition

Change can be defined as making a difference; transforming; giving a different position, course or direction; or making a shift from one process to another. Change is synonymous with alter (difference in some particular respect, without loss of identity); vary (break away from sameness) or modify, (a difference that limits, restricts, or adapts to a new purpose). Change implies making either an essential difference, often amounting to a loss of original identity; or a substitution of one thing for another.

Vision

Change does not occur unless there is vision and the support of those who have the power to make things happen. Vision provides a sense of future and the ability to articulate the future in a way people can understand it and develop mutual ownership. Vision also defines what an organization can and should be while valuing all individuals and groups that have a stake in the successes.

Change for Improvement

Change for improvement is:

* based on what the school is doing **right** as well as the areas needed for growth.
* built on **planning** and **teamwork**.
* founded on the needs of individuals, departments, grade levels and work areas of the institution.
* derived from an on-going school philosophy of improvement and based on evidence, supported by research, and implemented through cooperative efforts of the school and community.
* rooted in sincerity of effort.
* based on **changes in people**, not necessarily changes in things.
* reinforced by some measure of success to remove barriers that reduce threats or slow down use of new information.

Change Process Model

The change process model shown on page 18 provides an effective road map to assist the leadership team in its promotion and management of the changes that will be pursued as a result of the successful school plan.

In bringing about change, one must first look at what is already present in an organization with regard to observed, perceived and quantitative data. Questions need to be addressed that state: What is the problem? Is there need for change? If so, what needs to be changed? Staff and school community should become active participants in determining the answers to these questions. Once answered, awareness of the possible need for change has been established. One cannot embark on making change without the vision of the ideal based on research, existing beliefs and trends.

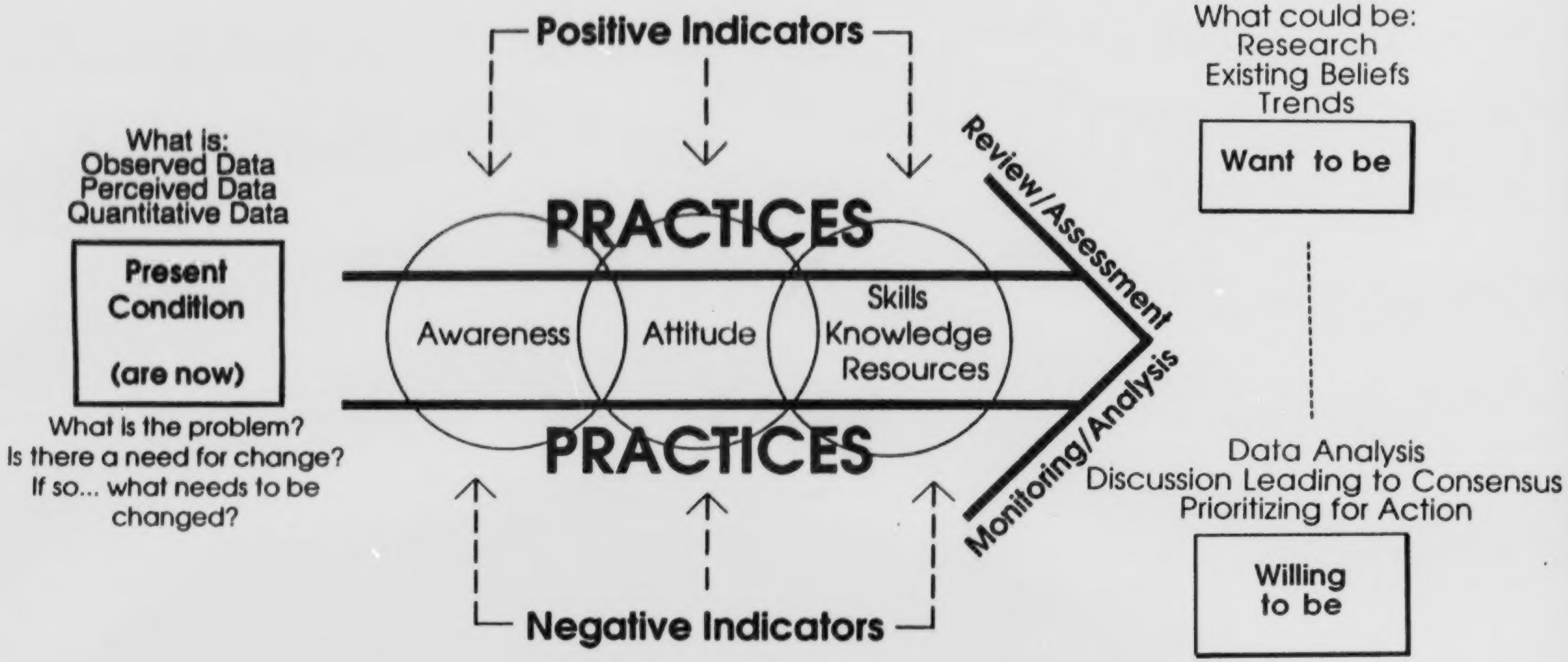
Attitude now becomes the focal point to success since this determines the effort that will be applied to the action steps toward change. Awareness, attitude, skills, knowledge and resources are then transformed into practices that facilitate implementation.

The positive and negative indicators serve as check points. Continued monitoring, analysis, review and assessment are necessary to ensure that progress is a reality. It is often difficult to bring everyone along with the desired change.

Therefore, changes that can be realized are often the result of what the staff is willing to accept. The degree to which change is realized depends on:

1. A clear definition of the problems
2. Commitment and attitude of people involved
3. Continued data analysis
4. Selection and quality of targeted goals
5. Discussion leading to consensus
6. Prioritizing for action
7. Knowledge, skills, and resources of people
8. Empowerment of people involved
9. Effectiveness of leadership
10. The implementation of effective practices
11. Abandoning negative indicators and continuing positive indicators
12. The use of assessment, monitoring, and evaluation

THE CHANGE PROCESS MODEL



What is:
Observed Data
Perceived Data
Quantitative Data

Present Condition

(are now)

What is the problem?
Is there a need for change?
If so... what needs to be changed?

Positive Indicators

PRACTICES

Awareness

Attitude

Skills
Knowledge
Resources

PRACTICES

Negative Indicators

Review/Assessment

Monitoring/Analysis

What could be:
Research
Existing Beliefs
Trends

Want to be

Data Analysis
Discussion Leading to Consensus
Prioritizing for Action

Willing to be

Example:

The following example shows a procedure that may be used to apply the change process as described by the model. The expected outcome is to increase the number of students who have mastered the basic skills.

1. What indicators show this to be a worthy outcome?
    - a. In the 21st century, all students must be able to read.
        - 1) There will be more jobs where this skill is needed.
        - 2) A democracy needs a literate electorate.
        - 3) Leisure time is enhanced when reading ability can be used for enjoyment and further learning.
    - b. In a society that is becoming more complex, computational skills and understandings are necessary if one is to function adequately.
    - c. Writing, speaking, and listening skills are necessary to function in the world of work as it is today.
    - d. The demographics of the schools are changing dramatically. Schools are working with more children from single-parent families, low-income families, and from families where English is not the primary language spoken.
    - e. Nationally, the drop-out rate is about 25 percent.
    - f. Students who dropout and/or at-risk students tend to attain low levels in basic skills and are often found in low academic tracks.
    - g. Retention in one grade level increases the risk of dropping out by 40 to 50 percent. Retention in two grade levels increases the risk by 90 percent. Retention is almost always due to the lack of attainment of basic skills.
2. Do I feel in my current position that I can, should, or want to do something about this problem?
    - a. Schools cannot afford to allow students to leave without basic skills attainment.
        - 1) If so, another entity is likely to assume this responsibility.
        - 2) If the country is to maintain its leadership role, all citizens must possess basic skills.
    - b. It is the professional duty of schools to educate all students.

3. What skills do I have as a staff member that will enable me to become successful with this outcome?

   a. Reading instruction is an area of study and interest.

   b. My expertise lies in working with students who are having difficulty mastering basic skills.

   c. I participated in a staff development program that taught instructional practices found to be effective with low socioeconomic students.

   (Staff members will probably identify a number of skills they possess that would make them especially effective in realizing this outcome.)

The remaining questions should be discussed in a similar manner. The discussion by the leadership team members should enable them to be effective in the general staff meeting described in #2 of the work guide for this chapter.

WORK GUIDE

Check When Completed

Leadership Team Activities/Responsibilities

______ 1. Take an outcome listed in Chapter 1, pages 2 & 3 and apply it to the Change Process Model, Chapter 2, page 18. Discuss the meaning of awareness, attitude skills, knowledge and resources to bring about the desired change. An attempt should be made to internalize these concepts by asking and openly discussing the following questions:

a. What indicators are there that show this is a worthy outcome?

b. Do I feel in my current position that I can, should, or want to do something about this problem?

c. What skills do I have as a staff member that will enable me to become successful with this outcome?

d. What collective skills does this staff possess that would bring about success?

e. What resources are available that would help this staff accomplish this outcome?

f. What resources are needed, but not readily available to accomplish the outcome?

g. What instructional practices regularly used would enhance the realization of the outcome?

h. What instructional practices would hinder the realization of the outcome?

i. How will progress toward the outcome be monitored?

WORK GUIDE
(Continued)

Check When Completed

Leadership Team Activities/Responsibilities

_______ 2. In a general staff meeting, discuss the most pressing outcomes listed in Chapter 1, pages 2 & 3. Preparation for this activity should be extensive. Before the meeting, staff members should be asked to select the five most important outcomes in order of importance.

The leadership team should examine the results and determine the four or five most important outcomes. The number of outcomes selected should divide the staff into groups of four or five people.

During the meeting, the staff should be divided into discussion groups, each group being assigned a specific outcome to discuss. The questions below should be reviewed and reported on by each group. At the end of the discussion, the recorder for the group should submit a written record to the leadership team to be used in the future to make modifications in the mission statement, or to establish goals.

a. What is the feeling of the group concerning this outcome?

b. What skills do individuals in the group have to help accomplish the outcome?

c. What skills do the individuals in the total staff have to help accomplish the outcome?

d. What changes would have to take place in the school structure to accomplish the outcome?

e. What instructional practices regularly used would enhance the realization of the outcome?

f. How would achievement of the outcome be determined?

Chapter 3

EXAMINING THE CONDITIONS

OBJECTIVE: Present an in depth analysis of the fourteen conditions and subconditions. A study of this chapter provides the leadership team with an understanding of the intent and content of the successful school conditions.

ACQUIRING KNOWLEDGE ABOUT THE STATED CONDITIONS

The leadership team must thoroughly understand each condition and its subconditions. Knowledge is the first step in the understanding process, but knowledge alone is not enough. All team members need to become so familiar with the conditions that they can intuitively recognize each condition's presence or absence in the school environment. As team members internalize the full import and worth of the conditions, they should develop a vision in terms of the day-to-day operation of the school.

To assist in the internalization process, team members are expected to identify the need for the condition and determine what staff will be required to do to fully attain the condition. Use the Form for Examining Knowledge and Understanding of the Conditions (page 24) to complete this activity.

Activity

1. Divide leadership team into sub-groups.
2. Assign each group two or three different condition statements such as learning climate, etc.
3. Brainstorm to determine what the condition means to group members. Why is it needed? What must be done to accomplish the condition? Record results of brainstorming on the Form for Examining Knowledge and Understanding of the Conditions.
4. After discussion, groups will share summaries from the activity.
5. Determine the degree of correspondence between the text discussion (pages 25 to 36) and the group's opinions. Record the correspondence rating on the form.
6. All conditions need to be discussed in this manner. The leadership team may need to meet several times to accomplish this task.

FORM FOR EXAMINING KNOWLEDGE AND UNDERSTANDING OF THE CONDITIONS

Condition: ____

What is the meaning of this condition to the group?

Why is this condition needed in this school?

What action steps does this school need to take to accomplish or strengthen this condition?

How does this discussion correspond with the text narrative?

1 2 3 4 5
Low High

CONDITIONS FOR SCHOOL RESTRUCTURING

Condition 1: Attendance

To learn cognitive content and to acquire a sense of responsibility, students are present regularly. Regular attendance promotes continuity of instruction and a sense of belonging. Successful schools establish policies that reflect the importance of regular attendance. However, policies avoid penalties that result in further absences, non-promotion, or subject failure.

Sub-Conditions:

1. This school works toward a 96 percent attendance rate.
2. Percent of attendance for individual students is expected to be in the 90 to 100 percent range depending on individual circumstances.
3. Tardies are minimal at this school.

Sub-Conditions (Parent/Community Perceptions):

1. Parents are contacted when students are absent or tardy.
2. The school places high priority on student attendance.
3. The school staff expects students to make up the assignments missed due to absence.

Condition 2: Social Success

If students are successful in school, they have positive relationships with other students and adults. Peer acceptance, self confidence, social skills and a sense of humor are indicators of social success.

Sub-Conditions (Student Perceptions):

1. Students feel they are liked by other students.
2. Students enjoy talking with adults and other students.
3. Students want to be helpful.
4. Students have several friends at school.
5. Students enjoy talking about their accomplishments.
6. Students feel they are accepted and are not generally teased or ridiculed.
7. The property of students is respected.

Sub-Conditions (Parent/Community Perceptions):

1. Parents feel their children like school.
2. The staff has the ability to help students with personal problems.
3. Students have respect for the school staff.
4. Students have friends at school.

Condition 3: Self-Esteem

Self-esteem is the condition where students feel right with themselves and others and have the knowledge that they can accomplish tasks confronting them. A positive self-esteem enhances the ability of students to make proper decisions and allows them to derive meaning and direction from their wants, needs, desires and values. Students with high self-esteem can benefit from correction and constructive criticism.

Sub-Conditions (Student Perceptions):

1. Students like to participate in class discussions.
2. Students enjoy their school subjects.
3. Students feel they can do most of their school work by themselves.
4. Students feel success rests within themselves.
5. Students can make their own decisions.
6. Students feel they do their school work well.
7. Students treat themselves and others with respect.

Sub-Conditions (Parent/Community Perceptions):

1. Students feel good about their ability to learn.
2. Students recognize their own academic problems.

Condition 4: Learning to Learn Skills

Acquisition or non-acquisition of learning to learn skills defines future success or failure. The content taught is often not as important as the learning to learn skills attained.

Sub-Conditions (Student Perceptions):

1. Students enjoy reading and math.
2. Students feel they are good readers.
3. Students know how to find and use resources.
4. Students have mastered the use of a computer.
5. Students know how to make decisions regarding subject matter assignments.
6. Students know how to solve problems.

Sub-Conditions (Parent/Community Perceptions):

1. Students know how to study.
2. Students know how to access necessary learning materials.

Condition 5: Learning Climate

Successful schools have an orderly, purposeful atmosphere that is not oppressive but conducive to teaching and learning. There is a high level of courtesy and mutual respect among staff and students. School rules and discipline procedures are fairly and consistently enforced. School learning is given high priority and recognition.

Sub-Conditions (Staff Perceptions):

1. Teachers and students exhibit a high level of courtesy and mutual respect.
2. When students misbehave, it is made clear to them that it is their behavior that is unacceptable and not the students themselves.
3. There is very little tension or unrest among students and staff.
4. School rules and discipline procedures are fairly and consistently enforced so that students believe they are treated equitably.
5. It is safe for students and staff to go anywhere inside or outside this building.
6. This school has a successful discipline policy that ensures orderly, calm, and businesslike behavior.
7. All deserving students are given rewards, appropriate praise and recognition.
8. The academic work of students is publicly acknowledged, displayed, and rewarded with the same emphasis as sports.
9. School rules and procedures are openly discussed and reviewed on a regular basis by all staff.
10. Teachers believe that a large percentage of classroom misbehavior and disruptions can be prevented by effective classroom organization and management.
11. Teachers and administrators work to develop warm and positive relationships with students.
12. Teachers and administrators have problem solving and counseling skills that enable them to deal effectively with disruptive behaviors.
13. It is evident that students enjoy learning.
14. Students feel free to openly discuss their perceived successes or failures with their classroom teachers.
15. Discouraged students are identified and helped to improve through special academic and personal attention.

Sub-Conditions (Student Perceptions):

1. School rules are fair.
2. Teachers talk informally to students regularly.
3. Students like other students.
4. Students feel that their friends follow school rules.
5. Students follow school rules.
6. Students feel they are liked by the principal.
7. Students feel they are liked by their teacher(s).
8. Students like to talk to the principal.
9. Students do not receive large numbers of detentions.
10. Students are not afraid.
11. Students are not nervous.
12. Students participate in school activities.

Condition 5: Learning Climate (continued)

Sub-Conditions (Parent/Community Perceptions):

1. Students participate in school governance.
2. The school is safe.
3. The school staff keeps parents informed.
4. There is a sense of order in the school.
5. Teachers and students show mutual respect.
6. Students are well-behaved.
7. The staff motivates students to learn.
8. The school is clean and well-maintained.

Condition 6: Parent/Community Involvement

Parents and other community members understand and support the basic mission of the school and are made to feel they have an important role in achieving the mission. Parents are partners with the school in helping students master the instructional objectives.

Sub-Conditions (Staff Perceptions):

1. Low socioeconomic status parents feel welcome.
2. The school involves parents and the community in setting school policies and practices.
3. The school regularly involves parents in the improvement of their child's learning.
4. There is a strong sense of community that is felt by staff, students and parents.
5. The community is aware of the instructional skills to be mastered at each level.

Sub-Conditions (Student Perceptions):

1. The parents of students feel good about the school.
2. Students like to do schoolwork at home.
3. Parents visit school regularly.
4. Students are encouraged by their parents to do well in school.
5. Parents require their children to complete homework assignments.

Sub-Conditions (Parent/Community Perceptions):

1. The principal and staff are accessible to parents.
2. There is a high degree of participation by parents in school programs and projects.
3. There is evidence that the school staff seeks input from parents.
4. Parents visit the school on a regular basis.

Condition 7: Curriculum/Instruction

This school has identified the critical instructional objectives for each course or grade level. A coherent set of instructional methods is used to insure student mastery of the identified objectives. Staff uses instructional strategies that motivate and assist students in acquiring the necessary knowledge and skills.

Sub-Conditions (Staff Perceptions):

1. In this school, the staff sets clear, attainable, and measurable building-wide academic goals each year.
2. The staff uses agreed upon instructional objectives for each grade level and subject area to guide instruction.
3. There is a clear and strong consensus among staff that the instructional outcomes are adequate.
4. Instructional objectives and practices are well coordinated among grade levels and/or subject areas.
5. The alignment is high among what the curriculum specifies to teach, what is taught, and what is tested.
6. Improvement of thinking skills is a building-wide goal.
7. Teachers cooperatively plan learning activities or instructional units as a regular practice.
8. As a regular instructional improvement practice, teachers visit each other's classrooms to observe teaching strategies.
9. The school has implemented a concrete precise language and model of instruction.
10. As a regular practice, teachers use cooperative learning instructional techniques where students reach their learning goals only if the other students in the learning group do.
11. The curriculum specifically identifies the skills students need to learn if they are to be successful at the next grade level or in subsequent courses.
12. A process has been established for reviewing and revising the curriculum.
13. Teachers work in grade level or subject area groups to become familiar with the skills to be taught for their grade or subject area.
14. Students develop a solid foundation in basic skills.
15. Teachers teach to mastery by identifying skills or concepts to be learned; providing direct teaching; monitoring acquisition of skills and concepts; and providing either remedial or enrichment activities.

Sub-Conditions (Parent/Community Perceptions):

1. Students know what they are expected to learn.
2. The school has a policy of assigning homework.
3. The school staff offers suggestions to parents about ways to help their children learn or do homework.
4. The teachers send students' work home for parent comments.

Condition 8: Expectations

The school staff displays the expectation that students can attain mastery of the basic skills and that staff members have the capability to help students achieve mastery of these skills.

It is important that students have high expectations for themselves and that they have control over the things that happen to them.

Sub-Conditions (Staff Perceptions):

1. Tracking and grouping students by ability is avoided.
2. Minority students and those from low socioeconomic levels are not found in disproportionate numbers in the lowest groups.
3. School awards are provided for different areas of accomplishment so that all students have opportunities for success and recognition.
4. Student success and potential are emphasized in this school more than failures and shortcomings.
5. Most students can complete classroom assignments and homework.
6. Teachers believe that all of their students can master the essential skills stated in the curriculum.
7. When low achieving students are questioned, teachers provide sufficient wait time to allow them to formulate a response.
8. The total staff is committed to improving the academic performance of all students.
9. Teachers and administrators make sure all students are actively involved in the learning process.
10. Higher order questions are used with both high and low achieving students.
11. Teachers provide students with a clear sense of what they are learning.

Sub-Conditions (Student Perceptions):

1. Students want to be asked questions in class about their studies.
2. Students like the subjects they study.
3. Students feel they can do most of their schoolwork independently.
4. If students do not get a good grade, they feel the cause was lack of effort on their part.
5. Students feel staff:
    a. Help them when needed.
    b. Expect them to complete their work.
    c. Call on them in class.
    d. Give them feedback.
    e. Provide wait time when questions are asked.

Sub-Conditions (Parent/Community Perceptions):

1. Teachers believe that students can learn and act accordingly.
2. School staff expect the support of parents in fostering the learning of students.

Condition 9: Instructional Leadership

The school administrator is the instructional leader who is the catalyst for decision making at the school-site level. The leader possesses knowledge regarding curriculum and instruction, current research, and the change process. He or she has skills in interpersonal relationships and is able to monitor progress and measure success.

Sub-Conditions (Staff Perceptions):

1. The school has a consistent homework policy that emphasizes how much and what kind of homework should be assigned to students in different grade levels.
2. Classroom observations and feedback to teachers stress effective use of instructional time.
3. The principal works with teachers to set clear expectations for student behavior.
4. Teachers receive appropriate support in maintaining discipline in their classrooms.
5. The administration has strong and precise views about what constitutes good instruction.
6. When teachers attempt new instructional strategies their efforts are commended.
7. Staff members are praised and recognized for their efforts in raising student achievement.
8. Teachers generally are aware of what other teachers are doing.
9. Staff development is a school-wide activity that supports the accomplishment of building-wide goals.
10. The principal encourages opportunities for instructionally related staff interaction and collaboration by providing time for these to occur.
11. Teachers do not suffer from isolation or the lack of opportunities to share instructional experiences with their colleagues.
12. Teachers are evaluated on their ability to teach the required skills.
13. Near the end of the year, teachers have an opportunity to discuss curriculum problems that have arisen during the year.
14. Near the end of the year, the staff works together to develop or update an action plan for improving instruction.

Sub-Conditions (Student Perceptions):

1. The principal is visible to students in terms of:
   a. class visitation.
   b. teaching.
   c. participation in school activities.

Condition 9: Instructional Leadership (continued)

Sub-Conditions (Parent/Community Perceptions):

1. The principal informs parents about the instructional program.
2. The principal holds discussions with parents regarding curriculum, instruction, and student achievement.
3. The principal provides quality instructional programs.

Condition 10: Academic Learning Time

Schools allocate a significant amount of classroom time to instruction in subject areas that determine future success of students in any chosen career. Allocated time is in uninterrupted blocks that allow teachers sufficient time to teach the specified subject matter. During this time, students are engaged in and successful with learning activities.

Sub-Conditions (Staff Perceptions):

1. Students are on time to class.
2. Pull outs to special classes are minimal.
3. Announcements that interrupt classroom instruction are kept to a minimum.
4. Student activities such as pep rallies, sales, and picture taking do not occur during instructional time.
5. On the first day of class, teachers spend time teaching the rules, regulations, and other operating procedures used in classroom management.
6. When guided or independent practice begins, the teacher walks around the room to make sure that students understand what they are supposed to do.
7. Student misbehavior seldom interrupts classroom learning.
8. Procedures for dealing with administrative detail such as attendance recording, passing in papers, distributing materials, and providing for the physical needs of students are efficient in terms of use of time.
9. At any time during the school day, most students are engaged in the instructional tasks at hand.
10. Most students (90%) achieve a success rate of at least 80% on assignments, quizzes, or tests.
11. On the average day, no more than four to six percent of the students are absent.

Sub-Conditions (Student Perceptions):

1. Students like to come to school.
2. Students participate in learning activities.
3. Students complete schoolwork on time.
4. Students feel they are prepared for class.

Sub-Conditions (Parent/Community Perceptions):

1. Classroom instruction time is seldom interrupted.
2. Students do not waste class time by being late to class.

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Condition 11: Monitoring Student Progress

Feedback in regards to student academic progress is obtained frequently. Multiple assessment methods including paper-pencil tests, teacher observation, student performance of tasks and skills, and portfolios are used. The results of the assessment program help determine ways to improve individual student performance and the instructional program.

Sub-Conditions (Staff Perceptions):

1. The standardized achievement tests used measure what has been taught.
2. Each student's standardized test results, including objectives mastered, are given to teachers annually.
3. Students are tested on what they have had an opportunity to learn.
4. Test results are analyzed by race, gender, and socioeconomic status to ensure that no group of students is being discriminated against.
5. The school uses pupil achievement as the basis for determining its effectiveness.
6. The use of graded homework is a standard instructional practice.
7. This school has monitoring procedures that identify students who require additional time or special instruction.
8. As a regular practice, teachers talk to one another about the academic work of students they teach in common.
9. No students are allowed to fall below the level of learning necessary to be successful at the next grade level or subject area.
10. At least once, no later than midway through the year, teachers in grade level or subject area groups meet formally to discuss the extent to which students are learning the skills being taught.
11. Assessment data describes the accomplishments of both the students and the schools.
12. Assessment data is useful in showing where changes in instruction are needed by identifying the skills that groups of students have not mastered.
13. At the end of each school day or class period, students have a sense of what they have or have not learned or accomplished.
14. Periodically, students are given opportunities to evaluate their own progress.
15. Multiple assessment methods are used to evaluate student performance.

Sub-Conditions (Student Perceptions):

1. Students feel most schoolwork is done well.
2. Students know when they need to work harder.
3. Students know their status in each subject they study.
4. Students know where to go and what to do if they need help with their schoolwork.

Condition 11: Monitoring Student Progress (continued)

Sub-Conditions (Parent/Community Perceptions):

1. The staff keeps parents informed about the academic progress of students.
2. The staff keeps parents informed about standardized or other test results.
3. Parents understand the grading system.

Condition 12: Empowerment/Professionalism

Empowerment instills unity of purpose by giving the staff opportunity to recommend change and to assume the responsibility for its implementation and institutionalization.

Sub-Conditions (Staff Perceptions):

1. Teachers are provided time and space for reflection and professional work.
2. Teachers embrace the concept of accountability to assure the accomplishment of the school goals.
3. Staff members work in pairs or small groups to study children or their developmental/behavioral characteristics.
4. Staff members work in teams to compare and contrast the operation of their school with other schools.
5. Targeted professional and curriculum materials are disseminated and discussed.
6. Staff recognizes problems and takes the lead in proposing solutions.
7. Staff makes recommendations for changes based on student needs.
8. The opinion of staff members is sought frequently and discussed before decisions are made.
9. Staff members feel they have autonomy in their pursuit to accomplish the goals of the school.

Sub-Conditions (Student Perceptions):

1. The school is up-to-date.
2. Students have control over their actions.
3. Students set goals for themselves.
4. Students can say "no" to keep out of trouble.
5. Students have control over what happens to them in school.

Sub-Conditions (Parent/Community Perceptions):

1. Staff morale is high.
2. Staff is professional in dealing with students.
3. The staff displays a team effort.

Condition 13: Competency/Self-Renewal

Competency begins with acquisition of skills and knowledge. Realization of this condition is demonstrated when these skills and this knowledge are applied to any task confronted. When deficiencies in skills and knowledge become apparent to an individual, the desire for self-renewal becomes the driving force for remediation. Even though an individual has demonstrated a high level of competency in the past, continued learning is essential for self-fulfillment.

Sub-Conditions (Staff Perceptions):

1. The most experienced teachers continue to acquire new teaching skills that will improve their performance.
2. Students can manage their own learning.
3. Students can communicate effectively using listening, speaking, and writing skills.
4. Students are taught to work collaboratively with peers and adults.
5. Students act with compassion toward others.
6. Students are respectful of authority but can think for themselves and are people of initiative.
7. Teachers and students have the ability to use technology in all areas of the learning process.
8. Staff continually seeks to acquire new knowledge and skills in its respective grade levels and subject areas.
9. Staff conducts classroom research to evaluate new programs and practices.
10. Staff initiates pilot programs to determine more effective methods of teaching.

Sub-Conditions (Parent/Community Perceptions):

1. The staff seeks new knowledge and skills.
2. The staff takes pride in the school.

Condition 14: Vision

Vision is allowing for new perceptions and is required when rethinking, forecasting, planning, and restructuring. Vision helps staff to realize that the potential for improvement of the school never ends. Time spent creating a mental picture of how a school should look in the future can be a productive activity leading to desired action.

Sub-Conditions (Staff Perceptions):

1. Societal trends have been examined to review curriculum effectiveness.
2. Probable future conditions are considered through planning, invention, and intervention.
3. Staff has a description or vision of how this school should look five to ten years from now.
4. When changes are planned, forces are examined that may threaten their realization.
5. Depth of curriculum, in preference to breadth, is pursued.
6. Students are taught the implications of a rapidly changing society.
7. Students have a sense of the type of work they'd like to do after finishing formal schooling.
8. Students know how to set goals for themselves.

Sub-Conditions (Parent/Community Perceptions):

1. The school is up-to-date.
2. The staff has communicated the school's mission to the community.
3. The school has a long-range plan for improvement.

WORK GUIDE

Check When Completed

Leadership Team Activities/Responsibilities

_______ 1. Duplicate the Section entitled, "**Conditions for School Restructuring,**" starting on page 25 and give a copy to each staff member. Ask staff members to place a "+" beside the sub-conditions they feel are absolutely essential to substantiate the accomplishment of the condition.

_______ 2. The leadership team should compile a list of "Essential Sub-Conditions".

_______ 3. Conduct a work session with staff to discuss the essential sub-conditions derived from Activity #2.

a. Divide staff into discussion groups of 4 or 5 with a member of the leadership team in each group.

b. Divide the list of sub-conditions into sections and assign each group a section for discussion.

c. Each group should validate the need for each sub-condition to remain as a source for the goal setting process.

d. Each group presents findings to entire staff for consideration and further discussion.

_______ 4. The leadership team schedules a post-session meeting to share strengths and concerns of group deliberations and staff attitudes regarding the restructuring process.

Chapter 4

DIAGNOSIS OF CURRENT STATUS AND ESTABLISHING GOALS

OBJECTIVE: This chapter explains the process of interpreting the results obtained from the administration of the staff, student and parent/community surveys, analyzing assessment data, and establishing goals. The needs identified provide the leadership team with the necessary information to design an action plan.

ADMINISTRATION OF SURVEYS AND ANALYSIS OF RESULTS

Efficient and timely collection of data is essential if the school is to evaluate successfully its current standing in relation to the conditions that help assure a school's success. Appropriate interpretation and use of the data is the next exercise to be completed by the leadership team. The team must have complete knowledge of findings and the ability to interpret the results so that all staff understand the status of the school in each area of excellence. The succeeding parts of this chapter outline methods to be used to treat and interpret the data that have been collected.

1. **Designing Successful Schools Staff Survey.** The following steps are outlined to assist the leadership team in its attempts to interpret the results of the survey.

   a. Check the factor scores. A factor score of 70-75 or higher for elementary schools and 65-70 or higher for secondary schools denotes a strength for the condition. The leadership team can make the decision about the score within the range to be used to denote strengths. A factor score of 60 or lower for either elementary or secondary schools denotes a weakness in the condition.

   b. Place two asterisks beside each item score of 75 or higher for the elementary surveys or an item score of 65 or higher for the secondary survey. This identifies the school's strengths. Select the most significant strengths and celebrate the successes attained by the school. Posters or charts listing these strengths may be used.

   c. Place one asterisk beside each item score of 60-65 or less if the elementary surveys were used or an item score of 50-55 or less if the secondary survey was used to identify the school weaknesses. The leadership team can make the decision about the cut-off score within the range to be used to identify weaknesses.

   d. Paraphrase the strengths and weaknesses so the statements are concise but descriptive of the intent of the complete item.

   Example (Item 4): School rules and discipline procedures are fairly and consistently enforced so that students believe they are treated equitably.

Paraphrase (Item 4): Rules and discipline procedures are enforced fairly and consistently.

e. Share the perceived strengths with the entire staff of the school.

f. Prepare a survey listing the paraphrased weaknesses and ask staff to rate their opinion about addressing the perceived weaknesses in the improvement plan.

Example: The following statements represent weaknesses as perceived by staff. Please rate them on a scale of 1 to 5 with 1 indicating your opinion that this weakness is not important to address and 5 indicating your feeling it is very important to address.

> Enforce rules and discipline procedures fairly and consistently. (Wording for Item 4, Form A, for prioritizing weaknesses to be addressed.)

g. Examine the completed surveys to determine those weaknesses the staff feels should be addressed. Prioritize the weaknesses for inclusion in the improvement plan.

h. Cluster related weaknesses determined in the preceding step.

i. Write needs statements from the clustered weaknesses.

2. **Designing Successful Schools Elementary/Secondary Student Surveys.** The results of the student surveys are interpreted in much the same way as the staff survey.

   a. First, the factor scores are examined to determine any factor that could be considered a strength (a factor score of 80-85 or higher) or a weakness (a factor score of 60-65 or lower).

   b. Second, item scores are examined to determine specific strengths and weaknesses. An item score of 80-90 denotes a strength while an item score of 60-70 denotes a weakness. It is the responsibility of the leadership team to establish cut-off scores within the range. All weaknesses should be examined by the leadership team and other school organizations (student council, parent group) to make a determination of weaknesses to be addressed in the improvement plan.

3. **Designing Successful Parent/Community Survey.**

   a. The results of the parent/community survey (Appendix B) are interpreted in much the same way as the staff and student surveys. A factor score of at least 65 denotes a strength for the condition. A factor score of 60 or lower denotes a weakness.

   b. Item scores of 75 or higher denote a strength and item scores of 60 or lower denote a weakness.

4. **Assessment Data.** The major purpose of assessment data is to provide information that will lead to improvement in student learning.

   All the assessment data available should be used to denote areas of study that students have experienced success as well as the areas where students need more study. The philosophy that drives assessment of student performance is:

   a. The evaluation of student performance is essential to develop and maintain an effective learning climate.

   b. The use of assessment information should be an integral part of the school operation.

   c. The use of assessment data will improve the achievement levels of students if it guides curricular and instructional modifications.

5. **Use of Assessment Data Model.** The model that follows shows how assessment data can be used to improve student achievement.

   a. Use criterion-referenced, norm-referenced, and performance assessment information to find general strengths and weaknesses.

   b. Move from general to specific strengths and weaknesses by an examination of objective mastery information.

   c. Decide on three or four objectives to emphasize at each grade level or subject area.

   d. Activate grade level or subject area committees to discuss processes students should use when performing tasks as described by the objective statement. For example, list the steps students use to divide a four-digit number by a two-digit number. These steps should be stated clearly and sequentially.

   e. Plan teaching activities to be used to help students learn the desired outcomes.

   f. Monitor progress of students throughout the year and keep students informed of their progress.

   g. Identify students at each grade level who may have difficulty mastering the selected objectives due to non-mastery of prerequisite skills.

   h. Involve parents in helping their children master the objectives.

The following example shows how norm-referenced test data can be used to impact instruction of students and lead to improved learning. The example is applicable to other types of assessment by omitting norm-referenced information from the process such as percentile ranks and the highest or lowest percentages of students in the percentile rank quarters.

ANALYSIS OF TEST RESULTS

GRADE ____

NORM-REFERENCED TESTS

AREAS WITH HIGHEST PERCENTILE RANKS	AREAS WITH LOWEST PERCENTILE RANKS
____________	____________
____________	____________
AREAS WITH HIGHEST PERCENTAGE IN PERCENTILE RANK QUARTER 76-99	AREAS WITH HIGHEST PERCENTAGE IN PERCENTILE RANK QUARTER 1-25
____________	____________
____________	____________
AREAS WITH LOWEST PERCENTAGE IN PERCENTILE RANK QUARTER 1-25	AREAS WITH LOWEST PERCENTAGE IN PERCENTILE RANK QUARTER 76-99
____________	____________
____________	____________

CRITERION-REFERENCED TESTS/INFORMATION

Use these criteria for selecting objectives:

1. Discrepancy between school and district
2. Importance of objective in curriculum
3. Low percent mastery

OBJECTIVE NUMBER/STATEMENT

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

SELECTED OBJECTIVES

________ ________ ________ ________

________ ________ ________ ________

ACTION PLAN
IMPROVEMENT OF STUDENT ACHIEVEMENT: PART 1

Objective Number: _____ Grade Level: _____

Objective Statement: ____

____

Prior Knowledge/Concepts Needed to Complete Objective:

Process Needed to Complete Objective:

Model of the Process:

Teaching Strategies:

Sponge Activities:

Review Activities:

ACTION PLAN EXAMPLE FOR IMPROVEMENT OF STUDENT ACHIEVEMENT

Objective Number: 74 Grade Level: 4
Objective Statement: Number Sentences, identification and solution.

Prior Knowledge/Concepts Needed to Complete Objective:
symbols such as +, /, -, x, =, <, >; meaning of equation; meaning of $3x$; x, $x + 3$, $x - 3$, $3 / x$, $3 + x$; placeholder.

Process Needed to Complete Objective:

1. Read the number sentence as a complete sentence: $x + 5 = 7$ is read as some number plus (added to) 5 is equal to 7;
2. State the problem: Find the number that added to 5 equals 7.
3. Determine the operation that could be used to solve the problem. (Answer discriminating questions posed by teacher.)
4. Find the missing element.
5. Replace the placeholder with the element from step 4.
6. Repeat the number sentence as in step 1.

Model of the Process (Example 1): $x + 2 = 9$ or $\_\_ + 2 = 9$

1. $x + 2 = 9$ is read as some number added to 2 is equal to 9.
2. The problem is to find the number that added to 2 equals 9.
3. The solution may be found by subtracting 2 from 9.
4. $9 - 2 = 7$
5. $7 + 2 = 9$
6. Read as 7 plus 2 is equal to 9.
7. Confirm the addition: What is $7 + 2$?

Model of the Process (Example 2): $x - 5 = 10$

1. $x - 5 = 10$ is read as some number minus 5 is equal to 10.
2. The problem is to find the number from which 5 is subtracted that equals 10.
3. The solution may be found by adding 5 to 10.
4. $10 + 5 = 15$
5. $15 - 5 = 10$
6. Read as 15 minus 5 is equal to 10.
7. Confirm the subtraction: What is $15 - 5$?

Model of the Process (Example 3): $5x = 15$

1. $5x = 15$ is read as 5 multiplied by some number is equal to 15.
2. The problem is to find the number that when multiplied by 5 is equal to 15.
3. The solution may be found by dividing 15 by 5.
4. $15 / 5 = 3$
5. $5 \times 3 = 15$
6. Read as 5 times 3 is equal to 15.
7. Confirm the multiplication: What is 5 times 3?

ACTION PLAN EXAMPLE FOR IMPROVEMENT OF STUDENT ACHIEVEMENT

Model of the Process (Example 4): x/4 = 12

1. x/4 = 12 is read as some number divided by 4 is equal to 12.
2. The problem is to find the number that when divided by 4 is equal to 12.
3. The solution may be found by multiplying 12 times 4.
4. 12 x 4 = 48
5. 48 / 4 = 12
6. Read as 48 divided by 4 is equal to 12.
7. Confirm the division: What is 48 divided by 4?

Teaching Strategies:

1. Model the process using several different examples. Have students supply the next step.
2. Use guided and independent practice during initial learning.
3. Review frequently.
4. For motivation, have students work in groups of 3 to write a story problem from a given equation. For example: 3 + x = 7. Use various number sentences.

Sponge Activities:

1. Apply to real life by assuming someone is going to the store with $12.00. One item costs $7.50. Is there enough money to buy an item that costs $5.00? Write an equation to show the problem.
2. Give students 3 numbers such as 5, 10, 15. Write as many equations as possible using 2 of the numbers and the third being the unknown value.

Review Activities:

1. Problem of the day.
2. Mental arithmetic.

ESTABLISHING GOALS

The goals developed by the leadership team should address problems identified from needs assessment data. The goal is a general statement of an outcome or desired condition that provides a focus for action.

The goal is a state of need different from current conditions and should include what is to be accomplished, indicators that denote accomplishment, sub-goals, activities, and responsibilities.

Figure 4.1
Goal Example 1

Goal: Define the curriculum and communicate the final product to the school's audiences.

Indicators of Accomplishment

1. A written document outlines the expected learning outcomes by grade and subject.
2. Teachers use the outline to make short and long-range plans.
3. Parents are given copies of the learning outcomes for each grade level.
4. Students know the skills they are expected to master.

Sub-Goals	Activities
Determine and examine sources for outcome statements.	Beginning with the curriculum outcomes, determine the California Achievement Tests (CAT) category objectives that match. List the CAT objectives not found in the curriculum outcomes and match those objectives with learning materials used for each grade level.
	Examine skills needed to be successful at the next grade level to ensure that all necessary antecedent skills are included.
Identify thinking skills to be taught and ways to teach them.	Examine current thinking skills programs.
Compile and distribute a written document that includes all the skills students should master at each grade level.	List the skills to be stressed. Infuse selected skills into the outcome statements.

A time line for this goal should then be established and the persons responsible should be identified.

Figure 4.2
Goal Example 2

Goal: Involve staff in decisions regarding improvement of student achievement.

Indicators of Accomplishment

1. Students show an improvement each year in mastering grade level outcomes identified in the curriculum.
2. Informal teacher discussions center around the teaching of identified outcomes.
3. Faculty meetings are regularly devoted to discussing practices and materials that are effective in helping students master the outcomes.
4. At the end of each year, the staff monitors achievement of targeted outcomes and sets goals for the future.

Sub-Goals	Activities
Increase the percentage of students who master targeted outcomes by 7% per year.	Examine the Objectives Performance Summary and (1) identify the outcomes at each grade level that show high performance by students in comparison to district performance and/or objectives that indicate mastery by at least 80 percent of the students, and (2) print the outcome statements on wall charts and display. Identify outcomes at each grade level that show performance below the district percentage and/or outcomes that indicate mastery by less than 60 percent of the students, and select 3 or 4 outcomes per grade level to work on during the following year. Determine criteria for outcome selection. Identify strategies and materials to enhance teaching of the outcomes. Hold frequent discussions on progress and/or problems.
Monitor progress of students in regards to mastery of targeted outcomes.	Set up time-tables to administer progress checks of targeted outcomes. Construct check-up tests. Report progress at faculty meetings.

A time line for this goal should then be established and the persons responsible should be identified.

COMMITTEE STRUCTURE TO SUPPORT GOAL ACCOMPLISHMENT

A working structure needs to be in place that involves staff and empowers them to ownership and action. There are a number of group formations that can accommodate this process. Each school must design its own model. Task forces, project teams and interlocking standing committees can assume specific areas of responsibility. These groups or individuals may want to study an idea, attack a problem, gather more data, clarify a goal, review progress or advance planning.

These groups work more effectively if comprised of ten or less in number and are representative of school staff/community. Membership is usually voluntary. However, being named or asked to serve can be recognized as complimentary and may add a hesitant but capable staff member to a working team. It is suggested that a member of the leadership team serve on each committee.

Follow-up and reporting are valuable parts of the group structure in order to coordinate, inform, and move forward. Documentation is important, but should remain informal and limited because actions or solutions are the desired outcome.

WORK GUIDE

Check When Completed **Leadership Team Activities/Responsibilities**

______ 1. Report to and discuss with entire staff the results of the student and staff surveys.

______ 2. Determine the strengths and weaknesses by condition.

______ 3. Leadership team uses the recommended list of essential subconditions and the survey results of identified weaknesses by condition to determine those sub-conditions that are perceived weaknesses.

______ 4. Leadership team prepares a list of perceived weaknesses to use as the primary source for needs statements.

______ 5. Using the list of perceived weakness statements, the leadership team combines similar weaknesses and rewrites them as statements of need.

______ 6. Leadership team submits the needs statements to staff for prioritization.

______ 7. Leadership team analyzes assessment data and determines specific strengths and weaknesses.

______ 8. Leadership team formulates and writes goals to remedy needs; determines and lists indicators of accomplishment, sub-goals, and activities for each goal; identifies responsibilities and establishes timelines to reach stated goals.

______ 9. Leadership team submits the goals to staff for editing and revision.

Chapter 5

IMPLEMENTATION

OBJECTIVE: This chapter presents the challenges and clarifies the responsibilities of the leadership team and staff in carrying out the decisions made in the written plan.

Implementation is the time when efforts are made to put the successful school plan into action. Careful attention must be paid to key implementation activities. In order for the effort to continue long enough for the school to reach the goals outlined in the plan, attention must be paid to several components included in the implementation process. Successful implementation assumes that large numbers of the staff have bought into the plan and are willing to do the necessary tasks.

1. **Knowledge.** Implementation will require staff to acquire specific skills, understandings and knowledge. This goes beyond surface information and includes the action steps that need to be taken. Often what is not fully understood is not possessed. Therefore, in-depth training is essential. The knowledge steps of readiness, acquiring information and gaining confidence allow for complete understanding. Knowledge is reinforced by imparting it to others. Ownership takes over giving staff power and pleasure in the process.

2. **Commitment**. Successful school content is based on a series of conditions that can be realized only if there is complete commitment. Total involvement in each step, process, and segment is essential. Self-monitoring, training, regular discussion sessions and continued reinforcement enhance commitment and sustain perseverance. Ownership and autonomy are crucial in this effort since the program is building based and has been designed by the persons who will implement it.

3. **Application/Action.** Putting the elements of the stated conditions into practice is the most difficult of the process steps since it requires diligent and conscientious effort on the part of the staff. The act of using the content material is designed to become a systematic, practical process. It is important to place the focus on problem solving as well as identifying and analyzing successes. This is needed to enhance communication and provide impetus to attain stated goals.

   The sub-goal activities aid in systematic movement toward goal achievement. However, timely well organized processes do not guarantee smooth transition in a complex and diverse school setting. Therefore, completion of sub-goal activities provides a means for communication among staff that helps maintain momentum. The leadership team is the focal group to make sure that action takes place. If the plan's goals are not realized, improvement or change will not occur. In business, excellent companies are action oriented.

Businesses improve their products, technology, and service by trying out, or putting into action, their ideas. Planning is a necessary component of the successful school program but is never a substitute for action.

4. **Internalization.** The ultimate step aimed for is internalization where staff becomes immersed to the point that each process becomes a regular practice without difficulty, intense thought or action. The intrinsic act of doing, feeling and relating makes each successful school condition a reality.

5. **Monitoring.** Implementation includes realizing the accomplishment of goals as well as getting started on the improvement road. Thus, the monitoring function assumes great importance. The successful school plan includes specific responsibilities to be completed by specific groups or individuals. Explicit activities were identified that are considered to be essential in order to realize each of the goals, and the monitoring process assures that those activities are completed. This includes providing specific feedback concerning the processes that are going well plus those processes that are in need of improvement. The leadership team should take on the monitoring function or should delegate it to a sub-group who has the expertise and the energy to do it.

6. **Managing.** The management function of implementation is very important. When problems or discrepancies are uncovered as a result of monitoring, it is essential that resolution occurs quickly so that realization of goals is not jeopardized. People and activities need to be managed in such a way that harmony is maintained and that all those involved feel that serious problems are attended to and solutions found. Again, the leadership team must play an important role. Conflict resolution skills need to be enhanced and specific methods need to be used to assure smooth implementation of the successful school plan.

7. **Institutionalizing**. If improvements are to be permanent, it is necessary that they be institutionalized. To institutionalize a change means that it has become a very part of the institution's being. The following help to institutionalize positive change.

   a. Interaction between and among staff can help solidify changes that have been made. People need to feel a part of the organization and have the opportunity to discuss changes and how they affect them and their students.

   b. Interaction between the principal and the staff encourages staff to implement change and to carry out their designated responsibilities spelled out in the successful school plan.

   c. Public comments made by the principal and leadership team members can serve as incentives for all staff to carry their load regarding the institutionalization of the changes spelled out in the plan.

d. Evaluations should be conducted periodically regarding the processes and outcomes spelled out in the successful school plan. Positive results of evaluations encourage the institutionalization of changes.

e. Successful changes as determined by the evaluations should be incorporated into the policies and procedures of the school.

f. Training programs that help newcomers implement changes should be established. Changes in attitudes often tend to follow rather than precede changes in behavior. It takes time for commitment to develop.

The implementation process will offer many challenges and learning opportunities for the leadership team and staff. Making the program operational is the ultimate aim; therefore, each component is vital to sustaining the effort and energy necessary to accomplish the program plan.

The leadership team should use the following practices as the work guide for the implementation process.

*Schedule regular meetings to provide the linkages to help staff persevere through the various changes.

*Seek and promote the spirit and enthusiasm among the various school divisions.

*Utilize as many staff members as possible to keep the venture ongoing, energized and alive.

*Review continually, through dialogue and discussion, the program content and related research to keep the objectives in sight while anticipating the desired effect.

*Promote sharing of resources, knowledge, and skills, thus giving ownership and making implementation a less demanding and arduous task.

*Encourage and acknowledge actions, success practices, and extra mile efforts of others to sustain involvement and commitment.

*Empower staff through decision making and specific job responsibilities.

*Think through carefully each goal and ask probing questions to foster focused effort.

*Identify immediately the specific needs, changing situations and trouble spots in order to remedy any problem and provide alternatives.

*Assign special responsibilities to nurture ownership and lasting change within the structure of the school.

*Enable and encourage community participation through effective communication.

Once the program plan is in place, the challenge becomes one of sustaining the investment and improvements. A set of tools consisting of people, time, thinking, acting, and communicating can be put to use successfully. Every step of the process depends largely upon the beliefs and empowerment of those who live and work with the successful school they created.

Chapter 6

ADMINISTRATION AND USE OF STAFF AND STUDENT SURVEYS

OBJECTIVE: This chapter describes the staff, student and parent/community surveys and shows **how** the surveys are related to each of the successful school conditions. Research conducted using the various surveys is discussed and the relationship between school practices and achievement is shown.

INTRODUCTION

The Designing Successful Schools Program uses a set of student, staff, and parent/community surveys to measure the conditions. Results can be used in three ways:

Assist in the needs assessment process
Help in the identification of practices that enhance student achievement.
Predict student achievement.

Three surveys may be used with elementary staffs, and one survey with secondary staffs. Two student surveys, one for elementary and one for secondary students, and one parent/community survey are available. All of the survey items are keyed to specific successful school conditions. Copies of all the surveys are included in Appendix B.

NEEDS ASSESSMENT USING SURVEYS

Administration of the staff surveys yields information on Conditions 5-14. The data from administering the student surveys can be used for needs assessment dealing with Conditions 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12 (Elementary Student Survey), and Conditions 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 (Secondary Student Survey). Data from the Parent/Community Survey addresses Conditions 1-14.

The major source of data for Condition 1 (Attendance) is the attendance records located in the school. Condition 10 (Academic Learning Time) also includes attendance information. The item specifically related to student attendance is: On the average day, no more than four to six percent of the students are absent (Form A - Item 83, Form B - Item 66, Form C - Item 28).

ELEMENTARY STAFF SURVEYS

The three surveys available for use in elementary schools are Designing Successful Schools Staff Survey Forms A, B, and C. Form A is a 112-item survey that can be used to identify procedures, practices, and beliefs that contribute to student achievement if successfully implemented in a school. The procedures and practices that are not present can be combined to form school needs from which goals may be written. Form B has the same characteristics as Form A but contains 90 items. The 22 items omitted from Form A did not correlate as highly with student achievement as did the remaining items. However, sufficient items remain to provide guidance to school staffs in needs identification. Form C is designed to predict student achievement in the Reading and Mathematics areas and is not appropriate for needs assessment purposes.

Form A was administered to 1,006 elementary teachers to determine a baseline set of data that can be used as a comparison for other elementary teachers. Staff who responded to the survey taught in a midwestern metropolitan school district of approximately 42,000 students. The school district student composition consisted of 1.1 percent Asian, 1.4 percent American Indian, 4.0 percent Hispanic, 27.7 percent African American, and 65.9 percent Caucasian.

Table 1 shows the scores for each item in the 112-item Form A survey along with corresponding items and scores for Forms B and C. Item scores were computed as shown below:

For a positively worded item:

> Percent responding A (All or Most of the Time) multiplied by 4, plus percent responding B (Frequently) multiplied by 3, plus percent responding C (Some of the Time) multiplied by 2, plus the percent responding D (Infrequently). The sum derived from these additions is then divided by 4.
>
> **Formula: [(%A x 4) + (%B x 3) + (%C x 2) + %D] /4.**

For a negatively worded item:

> Percent responding E (Seldom or Never) multiplied by 4, plus percent responding D (Infrequently) multiplied by 3, plus percent responding C (Some of the Time) multiplied by 2, plus the percent responding B (Frequently). The sum derived from these additions is then divided by 4.

Designing successful schools item scores have a range of zero to one hundred (0-100). An item score of 100 means that all respondents marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) to a negatively worded item. An item score of zero means that all respondents marked E (Seldom of Never) to a positively worded item or A (All of Most of the Time) to a negatively worded item. In other words, a score of 75 to 100 means the staff believes the practice occurs frequently in the school and a score of 0 to 25 means that the staff believes the practice occurs infrequently or not at all. A score of 50 means the practice or belief is not highly prevalent in a school or that respondents have disagreement concerning the prevalence of the practice or belief.

The item scores found in Table 1 are followed by the condition relating to each item. Also included are item numbers for Forms B and C. For example, Item 3 in Form A is the same as Item 2 in Form B and Item 1 in Form C. The score for the item is 70.6 and is part of Condition 5, Learning Climate.

Table 1
Item Scores: Elementary Staff Survey

Item# FormA	Item# FormB	Item# FormC	Norm Score	Condition
1	-	-	61.0	8
2	1	-	56.3	14
3	2	1	70.6	5
4	3	2	75.4	5
5	-	-	85.0	6
6	4	-	79.1	7
7	5	3	62.4	6
8	6	-	95.9	11
9	7	-	88.2	7
10	8	-	78.6	7
11	9	4	67.6	6
12	10	5	75.0	7
13	11	-	79.8	11
14	-	-	64.3	11
15	12	-	76.4	7
16	13	-	76.1	10
17	14	-	56.6	10
18	-	-	77.8	10
19	-	-	54.1	11
20	15	-	90.1	10
21	16	-	96.7	10
22	17	6	82.3	9
23	18	7	71.6	5
24	19	-	79.4	7
25	20	8	86.6	10
26	21	-	56.0	10
27	22	9	71.8	9
28	23	-	76.6	11
29	24	-	80.6	8
30	25	-	63.2	8
31	26	10	83.8	5
32	27	11	83.5	5
33	28	-	69.3	8
34	29	12	81.2	8
35	30	13	81.7	9
36	31	-	87.1	12
37	32	14	61.9	9
38	-	-	46.4	12
39	33	15	60.2	9
40	34	-	76.7	12
41	35	-	75.0	7
42	36	16	64.6	9
43	37	-	79.8	13
44	38	17	71.0	6
45	39	-	64.6	7
46	-	-	28.3	7
47	40	-	79.8	11
48	41	-	87.3	8
49	-	-	72.2	5
50	42	18	68.7	6
51	43	19	54.1	9
52	44	20	72.1	9
53	-	-	51.8	7
54	-	-	56.0	9
55	45	21	69.3	6
56	46	-	50.9	8
57	-	-	53.1	12
58	47	-	55.8	7
59	48	-	63.8	14
60	-	-	74.3	5
61	49	-	82.8	8
62	50	22	36.0	12
63	51	-	80.3	10
64	52	23	64.8	5
65	-	-	66.0	7
66	53	24	65.9	6
67	54	25	78.0	9
68	-	-	54.0	11
69	55	-	70.2	11
70	56	-	75.9	11
71	-	-	66.6	12
72	-	-	56.5	9
73	-	-	59.6	9
74	57	-	71.3	12
75	58	-	77.7	12
76	59	-	60.3	14
77	60	-	74.0	7
78	61	-	46.6	14
79	62	-	74.1	8
80	63	26	75.1	5
81	64	-	84.0	10
82	65	27	63.6	10
83	66	28	79.2	10
84	67	-	75.7	11
85	68	-	70.2	11
86	69	29	78.3	5
87	70	-	65.2	12
88	71	-	67.8	12
89	72	-	61.5	14
90	73	-	64.9	7
91	74	-	49.6	13
92	75	30	66.3	13
93	76	-	76.4	13
94	77	-	61.4	13
95	78	-	60.6	13
96	79	-	70.2	13
97	80	-	81.0	13
98	-	-	54.4	13
99	-	-	59.8	13
100	81	31	80.0	11
101	82	-	74.6	7
102	83	-	79.6	11
103	84	-	89.6	10
104	-	-	87.3	7
105	85	-	86.5	7
106	86	32	91.4	7
107	87	33	88.4	7
108	-	-	88.5	8
109	88	-	85.2	8
110	89	-	80.8	8
111	-	-	78.1	9
112	90	-	80.9	11

SECONDARY STAFF SURVEY

There is one survey available for secondary schools, Designing Successful Schools Staff Survey, Form D. This survey contains 59 items and may be used for needs assessment as well as prediction of student achievement.

Table 2 shows the scores for each item in the 59-item Form D survey. Item scores were computed in the same manner as for the elementary survey. Six hundred teachers were administered the survey. Item scores are followed by the condition that is measured by this item.

Table 2
Item Scores: Secondary Staff Survey

Item#	Norm Score	Condition	Item#	Norm Score	Condition
1	50.1	8	31	45.3	9
2	48.0	14	32	65.3	6
3	59.7	5	33	40.0	8
4	73.7	6	34	33.6	12
5	56.0	6	35	44.4	7
6	52.6	11	36	68.1	8
7	73.7	7	37	45.3	6
8	62.7	6	38	50.8	9
9	58.0	7	39	49.8	14
10	50.0	11	40	61.9	7
11	67.3	7	41	47.2	14
12	56.5	10	42	53.5	5
13	80.3	10	43	45.1	10
14	88.9	10	44	55.4	10
15	59.1	5	45	60.1	11
16	53.0	10	46	59.7	11
17	63.6	9	47	47.8	12
18	55.6	8	48	53.9	14
19	69.4	5	49	55.2	7
20	69.8	8	50	41.3	13
21	52.9	9	51	56.3	13
22	50.2	9	52	63.5	13
23	66.0	12	53	50.6	13
24	67.2	13	54	52.2	13
25	61.0	6	55	69.3	13
26	26.5	7	56	47.2	13
27	64.9	11	57	71.8	7
28	73.8	8	58	75.5	7
29	54.7	5	59	74.2	8
30	57.1	6			

ELEMENTARY STUDENT SURVEY

There is one survey available for elementary students. This survey contains 63 items and may be used for needs assessment or for validation of condition scores as perceived by the staff of the school. Table 3 shows the scores for each item in the 63-item elementary student survey. 1,820 students were administered the survey.

Table 3
Item Scores
Elementary Student Survey

Item #	Norm Score	Condition
1	71.1	5
2	74.3	5
3	79.5	5
4	49.1	4
5	70.5	2
6	56.4	3
7	81.0	5
8	72.5	5
9	73.9	2
10	85.6	10
11	72.9	4
12	72.3	4
13	75.6	3
14	71.9	2
15	71.1	5
16	82.8	2
17	90.1	3
18	72.0	5
19	84.4	6
20	85.7	11
21	88.3	3
22	87.3	8
23	33.4	6
24	78.1	5
25	55.9	5
26	73.9	3
27	70.7	9
28	89.5	3
29	73.5	8
30	83.6	10
31	90.5	11
32	40.9	6
33	59.2	2
34	63.4	2
35	68.5	5
36	81.9	5
37	76.3	2
38	53.4	5
39	97.6	6
40	96.0	8
41	94.9	4
42	85.9	4
43	92.8	4
44	79.8	4
45	85.5	2
46	77.8	8
47	52.4	9
48	56.6	9
49	73.1	9
50	71.8	11
51	90.1	11
52	83.8	12
53	75.8	12
54	82.2	12
55	87.8	12
56	79.5	12
57	67.9	6
58	79.9	8
59	75.3	10
60	86.4	10
61	78.6	8
62	73.0	8
63	91.6	3

OTHER SURVEYS

Surveys are also available for use with secondary students and parents of both elementary and secondary students. These surveys are in the norming process at the current time, and norms will be available in the near future. Item scores will be computed in the same manner as item scores for the other surveys.

RESEARCH DEALING WITH SURVEYS

The factors that contribute to student achievement have been discussed in detail by educators over the past several years. However, the predictor that has explained a higher percentage of the variance among schools than other predictors has been the socioeconomic status of the students in the school. Other predictors very often have contributed only slightly to the explanation of variance in achievement among schools. These have included mobility and percent of attendance. In some school systems, percent of attendance may be a relatively poor predictor of achievement when the variance in attendance among schools is small due to a system-wide emphasis on attendance. Through the administration of staff surveys, it is possible to predict achievement with the same precision as using socioeconomic status.

In a study involving 55 elementary schools, approximately 90 percent of the variance among schools in reading and mathematics achievement was explained by staff responses to individual survey items. Including the percent of students who participated in the free and reduced-price lunch program did not add to the explanation of the variance among schools. Achievement in reading and mathematics was determined by administration of a standardized test battery.

In another study involving 20 secondary schools, over 90 percent of the variance among schools in reading and mathematics achievement was explained by staff responses to individual survey items. Including the percentage of students who participated in the free and reduced-price lunch program did not add to the explanation of variance among schools. Achievement in reading and mathematics was determined by administration of a standardized test battery.

In both of these studies, Reading and Mathematics sub-test scores were the dependent variables, and the independent variables included staff responses to selected items. Stepwise regression was used to determine those items whose scores could be used as predictors.

Elementary Study Findings

Table 4 shows the analysis of variance information and percent of variance explained for elementary student achievement. Reading and Mathematics sub-test scores of a standardized achievement test were used as achievement measures.

Table 4
Analysis of Variance Information and Percent of Variance Explained (Elementary)

	Reading	Mathematics
Percent of Variance Explained	89.7	89.8
F-Ratio	41.784	46.763
Probability	0.000	0.000
Standard Error of Estimate	2.3	2.5

As shown in Table 4, approximately 90 percent of the variance among school scores is explained by the responses to the items on the staff survey. Adding the percent of students participating in the free and reduced lunch program did not add to the explanation of the variance among schools.

Table 5 shows the correlations between each of the Total Condition scores (Form B) and achievement as measured by the Reading and Mathematics sub-tests.

Table 5
Correlations Between Condition Scores and Achievement (Elementary)

	Correlation	
Condition	Reading	Mathematics
Learning Climate (5)	.476	.470
Parent/Community Involvement (6)	.774	.751
Curriculum/Instruction (7)	.518	.515
Expectations (8)	.591	.605
Instructional Leadership (9)	.489	.455
Academic Learning Time (10)	.758	.743
Monitoring Student Progress (11)	.617	.622
Empowerment/Professionalism (12)	.350	.334
Competency/Self-Renewal (13)	.744	.740
Vision (14)	.185	.194

The highest correlations between Total Condition scores and achievement were found in the Parent/Community Involvement, Academic Learning Time, Monitoring Student Progress, and Competency/Self-Renewal areas. The only area that did not correlate significantly with achievement was Vision. This was probably due to the relatively low scores of almost all the schools in the Vision area.

Table 6 shows the predictor variables and coefficients for the Reading sub-test.

Table 6
Predictor Variables and Coefficients
Reading Sub-Test: Elementary

Variable	Coefficient
Item 32 Score	-0.309
Item 34 Score	-0.334
Item 44 Score	0.136
Item 51 Score	-0.213
Item 62 Score	-0.211
Item 83 Score	0.270
Item 92 Score	0.256
Item 106 Score	0.174
Total Score Condition 5	0.181
Total Score Condition 9	0.150
Constant	41.200

Table 7 shows the predictor variables and coefficients for the Mathematics sub-test.

Table 7
Predictor Variables and Coefficients
Mathematics Sub-Test: Elementary

Variable	Coefficient
Item 12 Score	-0.129
Item 25 Score	-0.459
Item 32 Score	-0.210
Item 62 Score	-0.393
Item 82 Score	0.164
Item 83 Score	0.217
Item 100 Score	0.302
Item 107 Score	0.333
Total Score Condition 6	0.320
Constant	38.900

Secondary Study Findings

Selected schools in two large metropolitan school districts were participants in the secondary study. Achievement scores were determined by combining scores on two sub-tests, Reading and Mathematics, using normal curve equivalent scores on a standardized achievement test battery administered in the school districts.

Table 8 shows the correlations between achievement and condition total scores. Total scores for Condition 6 (Parent/Community Involvement) and Condition 10 (Academic Learning Time) correlated with achievement to a greater extent than did other condition total scores. However, five other condition total scores correlated .322 or higher with achievement. Many specific practices and beliefs had higher correlations with achievement than did condition total scores.

Table 8
Correlations Between Achievement and Total Scores (Secondary)

Condition	Correlation
Learning Climate (5)	.352
Parent/Community Involvement (6)	.602
Curriculum/Instruction (7)	.365
Expectations (8)	.123
Instructional Leadership (9)	.271
Academic Learning Time (10)	.671
Monitoring Student Progress (11)	.169
Empowerment/Professionalism (12)	.322
Competency/Self-Renewal (13)	.448
Vision (14)	.346

Table 9 shows correlations between specific practices and achievement. Of the 59 practices and beliefs defined in the survey, 26 had correlations of .400 or higher with achievement.

Table 9
Correlations Between Achievement and Item Scores (Secondary)

Correlation	Item #/Statement
.732	5/Parent actions denote a partnership with the school.
.530	8/Parents and community are involved in setting policies and practices.
.525	12/Students are on time to class.
.543	13/Teachers have clear classroom management procedures.
.393	15/The school has a successful discipline policy that ensures orderly, calm, and businesslike behavior.
.443	16/Student misbehavior seldom interrupts classroom learning.
.597	25/School regularly involves parents in improvement of their child's learning.
.456	28/The total staff is committed to improving academic performance of all students.
.511	30/A strong sense of community is felt by staff, students, and parents.
.766	32/Parents are supportive of what is being accomplished.
.449	35/Cooperative learning techniques are used.
.404	36/Staff makes sure all students are actively involved in the learning process.
.667	37/The community is aware of instructional skills students should master.
.420	38/Near the end of the year, staff develops an action plan for improving instruction.
.480	39/Societal trends are examined to review curriculum effectiveness.
.550	40/Students acquire basic skills and thinking and processing skills.
.577	42/Students enjoy learning.
.721	43/Most students achieve a success rate of 80 percent on assignments and tests.
.648	44/No more than four to six percent of the students are absent on a given day.

Corre-lation	Item #/Statement
.493	**45**/At the end of the class period, students are made aware of what they have or have not learned.
.546	**46**/Students are given opportunities to evaluate their own learning.
.450	**48**/Forces are examined that may threaten planned changes.
.563	**49**/Depth of curriculum is pursued.
.571	**50**/Students can manage their own learning.
.651	**51**/Students can communicate using listening, speaking, and writing skills.
.448	**53**/Students are respectful of authority but can think for themselves.

Factors that can be used to predict student achievement were determined. The independent variables included responses to the 59 items on the survey, total condition scores, the percent of students receiving free or reduced-price lunches, the percent of attendance by students, and the student mobility rate. The predictor variables were determined by using stepwise regression. The adjusted squared multiple R obtained was 1.00 and the standard error of measurement was .015.

Table 10 shows the predictor variables and coefficients for the Total Achievement score (Reading and Mathematics) for all the schools in the norm group.

Table 10
Predictor Variables and Coefficients
Total Achievement: Secondary

Variable	Coefficient
Item 4 Score	-0.421
Item 10 Score	0.715
Item 20 Score	-0.654
Item 21 Score	-0.650
Item 28 Score	0.702
Item 32 Score	-0.538
Item 36 Score	-0.035
Item 42 Score	1.144
Item 43 Score	0.147
Item 46 Score	-0.185
Item 50 Score	0.266
Item 51 Score	-0.424
Item 53 Score	0.021
Item 57 Score	-0.185
Lunch	-4.037
Attendance	5.689
Constant	-3747.381

Note: Item scores, lunch percentages, and attendance rates are entered without the decimal. (Example: Item score of 65.7 = 657; lunch percentage of 35.7 = 357; attendance rate of 96.1 = 961.)

In another study involving only secondary schools in one metropolitan school district, many of the practices and beliefs correlated with student achievement in the separate sub-tests of Reading and Mathematics. These correlations are shown in Table 11.

Table 11
Correlations Between Achievement and Item Scores
Study 2

Correlation		Item #/Statement
Reading	Mathematics	
.452	-	2/Staff studies educational trends or promising practices.
.609	-	5/Parent actions denote a partnership relationship with the school.
.434	-	7/Staff uses agreed upon instructional objectives for each course.
.523	-	8/Parents and community are involved in setting policies and practices.
.512	-	11/Instructional programs are evaluated and changed.
.471	-	13/Teachers have clear classroom management procedures.
--	.414	20/Low achieving students are given wait time to formulate responses.
.555	-	21/Teachers are recognized for experimenting with new teaching ideas.
.442	-	25/School regularly involves parents in improvement of their child's learning.
.691	.379	32/Parents are supportive of what is being accomplished.
.483	.341	37/The community is aware of instructional skills students should master.
.679	.358	39/Societal trends are examined to review curriculum effectiveness.
.589	.413	42/Students enjoy learning.
.772	.477	43/Most students achieve a success rate of 80 percent on assignments and tests.
.510	-	44/No more than four to six percent of the students are absent on a given day.
.456	.369	45/At the end of the class period, students know what they have or have not learned.
.572	.322	46/Students are given opportunities to evaluate their own learning.
.442	-	47/Opinions of staff members are sought before decisions are made.
.609	-	48/Forces are examined that may threaten planned changes.
.705	.445	49/Depth of curriculum is pursued.
.692	.456	50/Students can manage their own learning.
.559	-	51/Students can communicate using listening, speaking, and writing skills.
.603	.371	53/Students are respectful of authority but can think for themselves.
.503	-	54/Teachers and students can use technology in the learning process.
.438	-	56/Staff conducts classroom research.
.465	-	57/Motivation techniques are identified and used.
.466	-	58/Review is conducted periodically.

Many practices and beliefs appeared in both studies as having significant correlations with achievement. These practices are represented by the following items: 5, 8, 13, 25, 32, 37, 39, 42, 43, 44, 45, 46, 48, 49, 50, 51, and 53.

In Study 2, the independent variables included in the multiple linear regression procedure were responses to the items on the survey, total condition scores, the percentage of students participating in the free and reduced-price lunch program, student mobility rate, and student attendance rate. Stepwise regression was used to determine the predictor variables.

Table 12 shows the adjusted squared multiple R obtained from using the item scores and total scores on the survey as predictors, the F-ratio, the probability, and standard error for each of the Reading and Mathematics sub-tests.

Table 12
Analysis of Variance Information and Percent of Variance Explained
Study 2

	Reading	Mathematics
Percent of Variance Explained	91.6	82.9
F-Ratio	33.776	20.328
Probability	0.000	0.000
Standard Error of Estimate	2.2	2.8

As shown in Table 12, approximately 92 percent of the variance among school scores in Reading and approximately 83 percent in Mathematics is explained by the responses to the items on the staff survey. The percent of students participating in the free and reduced lunch program did not add to the explanation of the variance among schools.

Table 13 shows the predictor variables and coefficients for the Reading sub-test for Study 2.

Table 13
Predictor Variables and Coefficients
Reading Sub-Test: Study 2

Variable	Coefficient
Item 4 Score	-0.645
Item 32 Score	0.321
Item 36 Score	0.308
Item 39 Score	0.253
Constant	45.050

Table 14 shows the predictor variables and coefficients for the Mathematics sub-test for Study 2.

Table 14
Predictor Variables and Coefficients
Mathematics Sub-Test: Study 2

Variable	Coefficient
Item 3 Score	-0.196
Item 4 Score	-0.448
Item 42 Score	0.564
Constant	67.43

SUMMARY

The surveys form an integral part of the needs assessment process. Results should be used extensively to assist the leadership team and staff in identification of areas of weaknesses as well as areas of strengths.

Copies of the surveys and scoring information are contained in the appendices. Surveys may be reproduced as needed.

Chapter 7

DEVISING THE ACTION PLAN

OBJECTIVE: To demonstrate the process a school used in designing a successful school plan. This model is a step-by-step procedure outlining the segments in creating a long range plan. A thorough examination of this chapter should assist the leadership team in their action plan development.

INTRODUCTION

These are the processes the leadership used in developing their plan:

Mission statement development.
Data analysis.
Determining strengths and weaknesses.
Goal development.
Evaluation of goal accomplishment.

THE MODEL

The first project undertaken by the leadership team of Hilltop School was the preparation of a mission statement. When the team finished, the proposed mission statement was presented to the staff for review and change. The following statement resulted.

MISSION STATEMENT

The purpose of Hilltop School is to produce well-educated students who demonstrate acquisition of higher order and basic learning skills. These students will become productive citizens, workers, and family members. To fulfill this purpose, the members of the staff believe:

1. All students can master the essential curriculum outcomes.

2. All students can become successful in school through regular attendance, large blocks of uninterrupted academic learning time, social success, high self-esteem, acquisition of the learning to learn skills, effective instructional leadership and continued monitoring and assessment.

3. A well structured orderly purposeful environment is essential to learning.

4. Parents and other community members can contribute to the realization of the school's goals.

5. All teachers have a responsibility to help students master the grade level objectives.

6. Staff should use instructional strategies that motivate and assist students in acquiring the necessary knowledge and skills.

7. Staff displays the expectation that students can attain mastery of the basic skills.

8. Staff is visionary and empowered through ownership and responsibility for fulfillment of the mission.

ANALYSIS OF DATA

A careful examination of the data is the first step in making preparations to develop an action plan that reflects the needs and concerns of those involved in the education of students. The Designing Successful School (DSS) surveys provide valuable information. The analysis that follows the DSS results illustrates how the results can be examined. Results are presented according to strengths and weaknesses as perceived by staff and students. First, general strengths and weaknesses are shown by identifying those conditions that had high (70.0 or higher) or low (60.0 or below) scores. The numbers in parentheses following the condition statement are average scores of all the items measuring the condition. Next, items that had high scores (75.0 or higher) in the strengths section or low scores (60.0 or lower) in the weaknesses section are listed under the condition statements. Numbers preceding the item statements are item numbers in the DSS surveys.

Following the DSS results, an analysis of the achievement data is presented. Forms for assisting in an analysis of test data are shown in Appendix D. Also included are graphs and charts that were used to identify general and specific strengths and weaknesses in the basic skills.

The assessment data is analyzed as follows:

1. Staff survey strengths
2. Staff survey weaknesses
3. Student survey strengths
4. Student survey weaknesses
5. Test information strengths
6. Test information weaknesses

Figure 7.1 shows the strengths of Hilltop School as perceived by the staff. Three condition total scores were above 70.0. Following the conditions that were identified as strengths, all sub-conditions (staff survey items) that had scores of 75.0 or higher are listed.

Figure 7.1
Designing Successful Schools Staff Survey Strengths

The following conditions had high scores as perceived by the staff:

5) Learning Climate (80.1)
6) Parent/Community Involvement (73.5)
10) Academic Learning Time (76.3)

The following sub-conditions had high scores (75 or higher):

Condition 5: Learning Climate

3. High level of courtesy is demonstrated by staff and students.
4. Rules and discipline procedures are fairly and consistently enforced.
23. The school has a successful discipline policy.
31. Deserving students are given rewards, praise, and recognition.
32. Academic work is emphasized and recognized.
49. School rules are discussed openly and reviewed periodically.
60. Staff recognizes the importance of classroom organization and management regarding effective discipline.
80. Students enjoy learning.
86. Discouraged students are identified and given assistance.

Condition 6: Parent/Community Involvement

5. Low socioeconomic status parents feel welcome.
7. Parents understand learning is a partnership endeavor.
50. Staff, students, and parents have a strong sense of community.

Condition 7: Curriculum/Instruction

6. Staff sets building-wide academic goals each year.
9. Instructional objectives guide instruction at each grade level.
10. Instructional outcomes are adequate.
12. Instructional objectives and activities are well coordinated among the grade levels.
24. There is alignment among the curriculum objectives, what is actually taught, and what is tested.
45. Teachers cooperatively plan learning activities or instructional units.
90. Depth of curriculum is pursued rather than breadth.
105. Review is conducted frequently on mastered outcomes.
107. Feedback is given to students.

Condition 8: Expectations

29. Student success is emphasized more than failure.
33. Teachers believe all students can master essential skills.
48. Staff is committed to improving academic performance of all students.
61. All students are actively involved in learning.
108. Low achieving students are not generally seated farthest from the teacher.
110. Staff feels that feedback should honestly inform students of the adequacy of their work.

Condition 9: Instructional Leadership

22. Classroom observations and feedback stress effective use of instructional time.
27. Classroom teaching is regularly observed.
35. Administration has views concerning the components of good instruction.
67. Teachers are evaluated on their ability to teach required skills.

Condition 10: Academic Learning Time

16. Students are on time to class.
20. Classroom management procedures are in place.
21. Classroom management procedures are taught at the beginning of the school year.
25. Teachers walk around the room during guided or independent practice.
81. Most students are engaged in instructional tasks at any time during the day.
82. Most students are successful learners.
83. The school has a high attendance rate.
103. Students are involved in learning tasks.

Condition 11: Monitoring Student Progress

8. Standardized test results are given to teachers annually.
47. Teachers talk to each other about academic work of students for whom they share responsibility.

Condition 12: Empowerment/Professionalism

36. Faculty members believe they should continue professional growth.

Condition 13: Competency/Self-Renewal

91. Staff feels students can manage their own learning.
96. Staff and students have the ability to use technology in the learning process.

Figure 7.2 shows the weaknesses of Hilltop School as perceived by the staff. Three condition total scores were below 60.0. Following the conditions that were identified as weaknesses, all sub-conditions (staff survey items) that had scores of 60.0 or lower are shown. It was from this list of sub-conditions that the leadership team determined needs statements.

Figure 7.2
Designing Successful Schools Staff Survey Weaknesses

The following conditions had low scores as perceived by staff:

11) Monitoring of Student Progress (57.8)
12) Empowerment/Professionalism (49.4)
14) Vision (38.0)

The following sub-conditions had low scores (60 or below) as perceived by staff:

Condition 6: Parent/Community Involvement

66. The community is not aware of the instructional skills to be mastered at each grade level.

Condition 7: Curriculum/Instruction

46. Teachers do not visit each other's classrooms to observe teaching strategies.
53. The school has no concrete language of instruction.
58. Cooperative learning is not used.
101. A task analysis of instructional objectives has not been completed.
104. Specific motivation techniques have not been identified and used.

Condition 8: Expectations

34. In class discussions, wait time is not provided for low achieving students.
56. Monitoring of students is not done adequately.
79. Higher order questions are not used frequently.
109. Less constructive feedback is given to low achieving students.

Condition 9: Instructional Leadership

42. Efforts of staff to improve achievement are not recognized and rewarded.
54. Provision is not made for staff to interact and collaborate.
72. Curriculum problems are not discussed.
73. An action plan to improve instruction is not used.
111. Instructional time is not protected by school administration.

Condition 10: Academic Learning Time

17. Pull outs to special classes are not kept to a minimum.

Condition 11: Monitoring of Student Progress

13. Students are not always tested on what they have had an opportunity to learn.
14. Assessment results are not disaggregated.
19. Graded homework is not standard practice.
68. Teachers do not meet formally to discuss the extent to which students are acquiring the skills that have been taught.
69. Staff does not feel assessment data describes accomplishments of both students and schools.
85. Students are not given the opportunity to evaluate their own progress.
100. Instructional needs of students are not assessed formally.
102. Assessment procedures are not used to determine student progress on instructional objectives.
112. Multiple assessment methods are not used to monitor student progress.

Condition 12: Empowerment/Professionalism

38. Time and space for reflection and professional work are not provided.
40. Teachers do not embrace the concept of accountability.
57. Staff members do not study behavioral/developmental characteristics of children.
62. The operation of this school is not compared to other schools.
74. Staff either does not recognize problems or does not take the lead in solving those that are recognized.
87. Opinions of staff members are not sought before decisions are made.
88. Staff members do not feel they have autonomy in pursuing school goals.

Condition 13: Competency/Self-Renewal

98. Staff does not conduct action research.
99. Staff does not initiate pilot programs.

Condition 14: Vision

2. Educational trends and promising educational practices are not studied.
59. Futuristic needs are not reflected upon.
76. Societal trends are not examined to review the effectiveness of the curriculum.
78. There is not a vision of how the school should look in the future.
89. Forces that may hinder change are not examined.

Figure 7.3 lists the conditions and sub-conditions that students felt were the strengths of Hilltop School. Students identified four conditions as strengths. Following these conditions, sub-conditions (student survey items) perceived as strengths are shown.

Figure 7.3
Designing Successful Schools Student Survey Strengths

The following conditions had high scores as perceived by the students:

2) Social Success (76.2)
5) Learning Climate (71.5)
6) Parent/Community Involvement (71.8)
9) Instructional Leadership (75.7)

The following sub-conditions had high scores (75 or higher):

Condition 2: Social Success

5. Students feel they are liked by other students.
9. Students like to talk to their teachers.
14. Students like to tell their friends about their accomplishments.
34. The possessions of students do not get stolen.
37. Students feel that others are not often angry at them.

Condition 5: Learning Climate

3. Students report they like other students.
18. Students feel liked by the principal.
36. Students are not afraid at school.
38. Students are seldom nervous at school.

Condition 6: Parent/Community Involvement

19. Parents feel school is an O.K. place.
32. Parents come to school regularly.

Condition 8: Expectations

22. Students feel they can get help from their teachers with schoolwork.
40. Students are expected to complete schoolwork.

Condition 9: Instructional Leadership

27. Students feel their school is up-to-date.
47. Principal visits classrooms regularly.
49. Principal takes part in school activities.

Condition 10: Academic Learning Time

10. Students come to school unless they are ill.

Condition 12: Empowerment/Professionalism
54. Students feel they have control over their actions.

The weaknesses as perceived by students of Hilltop School are shown in Figure 7.4. The conditions that students felt were not apparent in the school are followed by sub-conditions (student survey items) they sensed were absent.

Figure 7.4
Designing Successful Schools Student Survey Weaknesses

The following conditions had low scores as perceived by students:
3) Self-Esteem As a Learner (47.7)
11) Monitoring Student Progress (54.8)

The following sub-conditions had low scores (60 or below) as perceived by students:

Condition 3: Self-Esteem As a Learner
6. Students do not want to be asked questions in class.
13. Students feel they do not read well.
17. Students feel unable to do schoolwork alone.
21. Students do not understand their schoolwork.
26. Students do not feel they have control over the quality of their work.
28. Students do not feel they do good work.
63. Students feel it is difficult to make decisions.

Condition 8: Expectations
29. Students feel their teachers do not consider them good students.
46. All students are not called on frequently.
58/61. Students do not receive sufficient, appropriate feed back.
62. Students feel they do not receive sufficient wait time when responding.

Condition 11: Monitoring Student Progress
20. Students feel they do not do schoolwork well.
31. Students do not know when they need to work harder.
50. Students do not know how well they are doing.

Achievement data that indicated general strengths (sub-test scores) is described in Figure 7.5. General strengths are shown for each grade level.

Figure 7.5
Standardized Test Results - General Strengths

The following sub-tests had the highest scores in terms of mean percentile rank:
Grade 1: Computation, Concepts and Applications
Grade 2: Mechanics, Computation
Grade 3: Vocabulary, Concepts and Applications
Grade 4: Vocabulary, Expression
Grade 5: Vocabulary, Comprehension
Grade 6: Comprehension, Expression

In the following sub-tests, the highest percentage of students scored in the Percentile Rank Quarter 76-99:
Grade 1: Vocabulary, Concepts and Applications
Grade 2: Vocabulary, Mechanics
Grade 3: Vocabulary, Concepts and Applications
Grade 4: Vocabulary, Expression
Grade 5: Vocabulary, Comprehension
Grade 6: Comprehension, Expression

Discussion of general strengths:

1) When examining general strengths, it is important to identify the sub-tests that have the highest scores even though these scores may not be higher than district or norm group scores. Staff should gain a feeling of accomplishment from this type of examination.
2) The reason for identifying both types of information is to note any discrepancy. Generally, the highest scores will be a result of a concentration of students in the highest percentile rank quarter. If this is not the case, further study is needed as demonstrated by Grades 1 and 2 above.

Figure 7.6 shows the sub-tests that indicated lower student achievement when compared to scores for the other sub-tests in the achievement battery. When making this determination, the staff of Hilltop School considered low average scores and percentage of students who scored in various percentile rank quarters (pages 42-43).

Figure 7.6
Standardized Test Results - General Weaknesses

The following sub-tests had the lowest scores in terms of mean percentile rank.

Grade 1: Comprehension, Expression
Grade 2: Comprehension, Expression
Grade 3: Comprehension
Grade 4: Computation, Concepts and Applications
Grade 5: Computation, Concepts and Applications
Grade 6: Mechanics, Computation

In the following sub-tests, the highest percentage of students scored in the Percentile Rank Quarter 1-25:

Grade 1: Comprehension
Grade 2: Comprehension, Computation
Grade 3: Expression
Grade 4: Concepts and Applications
Grade 5: Mechanics, Computation
Grade 6: Mechanics, Concepts and Applications

In the following sub-tests, the lowest percentage of students scored in the Percentile Rank Quarter 76-99:

Grade 1: Expression
Grade 2: Expression
Grade 3: Comprehension
Grade 4: Computation
Grade 5: Computation
Grade 6: Mechanics, Computation

Discussion of general weaknesses:

1) When examining general weaknesses, it is important to identify the sub-tests that have the lowest scores even though these scores may not be lower than district or norm group scores. This indicates to staff there are sub-tests in which improvement can be shown.
2) Generally, there is correspondence among the data shown in the three groupings of sub-test scores above. When there is not, implications regarding the students who need the most attention can be drawn. For example, lower scoring students in Grade 1 need assistance in comprehension and higher scoring students need assistance in expression.

Figure 7.7 shows the specific instructional objectives that had lower than desired percentages of mastery by the students. The instructional objectives measured by the test are shown in Appendix D.

Figure 7.7
Standardized Test Results - Specific Weaknesses

Grade level committees were formed to identify strengths and weaknesses and the following specific weaknesses (objectives) to be remedied were identified:

Grade 1: 32, 35, 50, 51
Grade 2: 32, 36, 37, 50, 51, 73
Grade 3: 35, 36, 53
Grade 4: 60, 62, 63, 68, 73, 75, 77
Grade 5: 62, 63, 65, 68, 73, 75, 76, 77, 78
Grade 6: 44, 45, 46, 66, 67, 70, 76

Discussion of specific weaknesses:

1) Identified objectives to be improved will need to be analyzed by all teachers at specified grade levels. If possible, a teacher in the preceding and succeeding grade level should be included.
2) In the intermediate grades, some objectives may need to be combined to plan teaching strategies for improvement.

DISCUSSION OF STRENGTHS

Staff members responding to the DSS survey perceived the school had a positive learning climate resulting in an environment that made it conducive to the acquisition of academic and social skills necessary for success. According to this condition for a successful school, the atmosphere is orderly and peaceful and promotes mutual respect among staff and students. Rules and procedures are perceived to be fair and are consistently enforced. Classroom organization and management are perceived to be effective.

Staff felt there was involvement with parents and there was a partnership endeavor in helping students learn. Low socioeconomic parents were made to feel welcome.

An overall strength, according to staff, was academic learning time. Students were generally in attendance, and on time to class. Classroom management techniques were effective. Most students were engaged in, and being successful with, classroom tasks.

Other notable strengths as perceived by staff were:

1. Adequacy of instructional outcomes.
2. Coordination of outcomes amongst grade levels.
3. Cooperative planning by teachers.
4. Individual elements of language of instruction in place.
5. Belief in continuation of professional growth.

Students perceived a great deal of social success and visible instructional leadership as measured by the DSS, Student Survey. Elements of a supportive learning environment were felt by students in that they were not afraid or nervous at school.

Other notable strengths as perceived by students were:

1. Parents feel school is O.K.
2. Parents visit school regularly.
3. They are expected to complete schoolwork.
4. They have control over their actions.

Assessment data was limited since there was only standardized test information plus objective performance data from the same test. However, a great deal of information was provided that forms a basis for suggesting improvement in the basic skills area. Criterion-referenced/performance data was available for Grade 3 where students were administered the Benchmark 3. This assessment instrument measures accomplishment of outcomes included in the curriculum of the school system.

Standardized test results showed students scored well in comparison with the district scores except in some sub-tests in Grades 2, 4, and 5. Enough information was provided to help focus instruction.

DISCUSSION OF WEAKNESSES

Staff members responding to the DSS survey perceived that monitoring of student progress was inadequate in that instructional needs of students were not assessed formally, procedures were not used to determine student progress on instructional objectives, and multiple assessment methods were not used. The results of assessment that were currently received were not disaggregated, and graded homework was not a standard practice. Students were not provided the opportunity of evaluating their own progress. Informal procedures were not used to evaluate student mastery.

An overall perceived weakness had to do with empowerment and professionalism. Staff felt time and space were not provided for professional work and study. There was a lack of problem solving on the part of staff. Opinions were not sought when decisions were to be made and staff members felt they were restricted in their pursuit of school goals.

Vision was another condition where staff felt the school was lacking. Educational trends and practices were not studied nor were needs for the future. The change process was not understood and societal trends were not examined to help determine curriculum effectiveness and relevance.

Other notable weaknesses as perceived by staff included:

1. A language of instruction is not in place nor are cooperative learning techniques used.
2. Programs are not evaluated.
3. Low achieving students need to be studied, evaluated, and helped to higher achievement levels.
4. Instructional time is not protected.

Students perceived weaknesses in the area of self-esteem as a learner. They preferred not to be asked questions, did not understand their schoolwork, and felt they did not do their schoolwork well. They also felt inadequate about decision-making.

Students also felt they were not called on frequently, did not receive feedback, and their teachers did not feel they were good students.

Achievement data showed that students needed to master specific skills that they were not mastering.

ACTION PLAN

The leadership team examined the weaknesses pointed out by the DSS student and staff surveys and asked staff to rate those weaknesses they felt should be addressed in the successful school plan. Numbers in parentheses after the item statements denote the condition number with which the item is associated. Figure 7.8 shows the items that were selected.

Figure 7.8
Selected Staff Survey Weaknesses

Condition 11: Monitoring Student Progress

14. Assessment data are not disaggregated.
68. Teachers do not meet formally to discuss the extent to which students are acquiring skills that have been taught.
85. Students are not given the opportunity to evaluate their own progress.
102. Assessment procedures are not used to determine student progress on instructional objectives.
112. Multiple assessment procedures are not used to monitor student progress.

Condition 12: Empowerment/Professionalism

40. Teachers do not embrace the concept of accountability.
88. Staff members do not feel they have autonomy in pursuing school goals.

Condition 14: Vision

2. Educational trends and promising educational practices are not studied.
59. Futuristic needs are not reflected upon.
76. Societal trends are not examined.
89. Forces that may hinder change are not examined.

Condition 8: Expectations

34. Wait time is not provided for low achieving students.
109. Constructive feedback is not given to low achieving students.

Figure 7.9
Selected Student Survey Weaknesses

Condition 3: Self-Esteem As a Learner

13. Students feel they do not read well.
26. Students do not feel they have control over the quality of their schoolwork.
63. Students feel it is difficult to make decisions.

Condition 11: Monitoring Student Progress

50. Students do not know how well they are doing.

After staff input regarding the staff and student survey items to be addressed, the leadership team formed needs statements by condition. Following are those statements along with relevant condition statements.

Condition 11: Monitoring Student Progress

1. Multiple assessment procedures to verify mastery of instructional objectives need to be examined and put into practice.
2. Assessment data needs to be disaggregated and used to improve achievement of various groups in the school.
3. Students need to be kept informed of and be given the opportunity to evaluate their own progress.
4. Special attention needs to be paid to acquisition of essential skills by all students.

Condition 14: Vision

1. Educational trends and promising practices need to be studied and considered for possible implementation.
2. Societal trends need to be examined to help determine the adequacy of the educational program of the school.
3. Future needs of students, community, and society need to be considered in relationship to their effect on the school's curriculum.

Condition 12: Empowerment/Professionalism

1. Staff needs to accept responsibility for making sure students acquire the skills necessary to make them productive members of the school community and society in general.
2. Staff needs autonomy in pursuing the goals of the school.

Condition 3: Self-Esteem As a Learner

1. Students need to be taught problem-solving skills.
2. Students need to feel they have control in regards to being successful learners.

Assessment Data

An examination of standardized test data revealed the following needs:

1. Objective performance needs to be examined carefully and plans made to remedy any weaknesses.
2. Instructional objectives need to be reviewed to make certain curriculum content reflects societal and futuristic trends.

ACTION PLAN GOALS

The following goals, sub-goals, and activities were devised and agreed upon by the staff and leadership team.

Goal 1

Review the curriculum in terms of societal trends, educational trends, and future needs, and make necessary changes. (Condition 14 needs.)

Indicators of Accomplishment

1. The curriculum includes higher order thinking skills as well as basic skills.
2. In the curriculum, content depth is evident.
3. Curriculum goals reflect the expectation that all students will be able to read fluently by the end of the primary grades.
4. Alternatives are provided regarding how the learning activities are taught and learned, e.g. cooperative learning vs. lecture.

Sub-Goal 1.1

Identify and review sources that describe societal and futuristic trends.

Activities for Sub-Goal 1.1

a. Review articles from current professional publications/media and identify those trends that are common.
b. Select the trends that directly affect the school curriculum.

Persons Responsible for Sub-Goal 1.1
Curriculum Study Committee

Date Sub-Goal 1.1 to be Completed
Three months from date of beginning

Sub-Goal 1.2

Make recommendations for changes to the current curriculum in light of societal and future trends.

Activities for Sub-Goal 1.2

a. Examine present curriculum to determine if the selected trends are accommodated.
b. Make adjustments as needed in the curriculum.

Persons Responsible for Sub-Goal 1.2
Curriculum Study Committee
Staff

Date Sub-Goal 1.2 to be Completed
Nine months from date of beginning

Goal 2

Involve staff in decisions regarding staffing and time arrangements dealing with helping students acquire reading skills necessary for today's society. (Condition 12 and Condition 3 needs.)

Indicators of Accomplishment

1. Student performance standards in reading are fixed but the amount of time and the array of opportunities to reach the standards may vary.
2. Any changes in the structural arrangements to improve reading have a basis in research or experience.
3. Staff is active in the decision making process regarding teaching practices and staffing arrangements in the teaching of reading.
4. Students show improvement in reading ability.
5. Informal teacher discussions center around the teaching of reading.
6. Staff monitors achievement of targeted reading objectives and makes plans for addressing problems.
7. Students who are having difficulty are not allowed to fall behind the other students in meeting the identified reading standards.

Sub-Goal 2.1

Establish reading standards that all students will be expected to meet.

Activities for Sub-Goal 2.1

a. Review professional reading publications and research journals and identify standards that are recommended.
b. Select standards for students in this school.

Persons Responsible for Sub-Goal 2.1

a. Reading Standards Committee
b. Consultants

Date Sub-Goal 2.1 to be Completed

Five months from date of beginning

Sub-Goal 2.2

Devise assessment method to verify that students reach the established standards.

Activities for Sub-Goal 2.2

a. Review assessment procedures available.
b. Select the assessment method to be used.

Persons Responsible for Sub-Goal 2.2

Assessment Committee

Date Sub-Goal 2.2 to be Completed

Nine months from date of beginning

Goal 3

Design an assessment program that uses multiple assessment procedures to verify mastery of instructional objectives. (Condition 11 needs.)

Indicators of Accomplishment

1. Multiple assessment procedures and types are used.
2. Teachers use assessment results to evaluate successes and failures and to plan strategies for improvement of instruction.

Sub-Goal 3.1

Identify assessment procedures that are currently being used or recommended.

Activities for Sub-Goal 3.1

a. Study measurement and professional journals to identify promising assessment procedures.
b. Contact school systems and educational laboratories that have implemented various assessment procedures.
c. Write a report of findings and present to staff for discussion.

Persons Responsible for Sub-Goal 3.1

a. Assessment Committee
b. Consultants
c. Staff

Date Sub-Goal 3.1 to be Completed

Three months from date of beginning

Sub-Goal 3.2

Select assessment procedures to be used to verify mastery of instructional objectives.

Activities for Sub-Goal 3.2

a. Select assessment procedures to be used by the school.
b. Match each instructional objective with appropriate assessment method(s).
c. Devise a schedule of assessment.

Persons Responsible for Sub-Goal 3.2

a. Assessment Committee
b. Curriculum consultants
c. Staff

Date Sub-Goal 3.2 to be Completed

One year from date of beginning

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Goal 4

Help students gain self-reliance in their ability to assess their current status regarding achievement of learning objectives and enable them to use the information to become successful learners. (Condition 3 needs.)

Indicators of Accomplishment

1. Students can identify their strengths and weaknesses regarding learning objectives.
2. Students set goals for learning.
3. Students discuss goals with teachers and parents.
4. In informal discussions, students talk confidently about successes as well as concerns in regards to learning.

Sub-Goal 4.1

Teach students problem-solving skills.

Activities for Sub-Goal 4.1

a. Review the problem-solving process.
b. Devise activities to be used at each grade level to help students identify the steps in the problem-solving process and to give them practice in completing each of the steps successfully.
c. Devise a set of problems germane to the goal to be used with students to give them practice in problem identification and solution.

Persons Responsible for Sub-Goal 4.1

a. Curriculum Committee
b. Staff

Date Sub-Goal 4.1 to be Completed

Four months from date of beginning

Sub-Goal 4.2

Devise benchmarks/check lists for selected learning objectives and have students use them for evaluating their work.

Activities for Sub-Goal 4.2

a. Select three or four learning objectives that will lend themselves to a benchmark or checklist approach to verify accomplishment.
b. Devise a benchmark system that students can use to evaluate their progress on the selected objectives.
c. Have students assess their accomplishment of these objectives.
d. Consult with students concerning their assessment.

Persons Responsible for Sub-Goal 4.2

a. Curriculum; Committee;
b. Selected students
c. Staff;

Date Sub-Goal 4.2 to be Completed

Three months from date of beginning

Goal 5:

Use current assessment data to improve student achievement. (Condition 11 needs and Assessment Data needs.)

Indicators of Accomplishment

1. Students show an improvement each year in mastering grade level outcomes identified in the curriculum.
2. Informal teacher discussions center on the teaching of identified outcomes.
3. Faculty meetings are regularly devoted to discussing practices and materials that are effective in helping students master the outcomes.
4. At the end of each year, the staff monitors achievement of targeted outcomes and sets goals for the future.

Sub-Goal 5.1

Increase the percentage of students who master targeted outcomes by 10%.

Activities for Sub-Goal 5.1

a. Examine the Objective Performance Summary and (a) identify the outcomes by grade level that show high student performance in comparison to district performance and/or objectives that indicate mastery by at least 80 percent of the students, and (b) print the outcome statements on wall charts and display.
b. Identify outcomes at each grade level that show performance below the district percentage and/or outcomes that indicate mastery by less than 60 percent of the students, and select 3 or 4 outcomes per grade level to work on during the following year.
c. Determine criteria for outcome selection.
d. Identify strategies and materials to enhance teaching of the outcomes.
e. Hold frequent discussions on progress and/or problems.

Persons Responsible for Sub-Goal 5.1
Student Achievement Committee

Date Sub-Goal 5.1 to be Completed
End of summer

Sub-Goal 5.2

Monitor progress of students in regards to mastery of targeted outcomes.

Activities for Sub-Goal 5.2

a. Set up timetables to administer progress checks of targeted outcomes.
b. Construct check-up tests.
c. Disaggregate results by race, sex, and socioeconomic status.
d. Report progress to staff at faculty meetings.
e. Report progress to parents in parent conferences and parent meetings.
f. Report results.

Persons Responsible for Sub-Goal 5.2
Student Achievement Committee

Date Sub-Goal 5.2 to be Completed
a. End of summer for Activities 1 and 2.
b. End of year for Activity 3.

EVALUATION OF GOAL ACCOMPLISHMENT

An evaluation committee will be established to carry out the formal evaluation of progress toward goal achievement. The following plan will be followed:

1. At the end of each school year, evaluation instruments will be administered to staff and students to gain insight into whether progress has been made in remedying perceived weaknesses of staff and students. The instruments will consist of only those sub-conditions that were selected to be addressed. See Pages 83-84.

2. At the end of each year, the following indicators of accomplishment will be examined by the evaluation committee to determine progress toward goal accomplishment.

Goal 1

1) The curriculum includes higher order thinking skills as well as basic skills.
2) Curriculum goals reflect the expectation that all students will be able to read fluently by the end of the primary grades.
3) Alternatives are provided regarding how the learning activities are taught and learned, e.g. cooperative learning vs. lecture.

Goal 2

1) Student performance standards in reading are fixed but the amount of time and the array of opportunities to reach the standards may vary.
2) Staff is active in the decision making process regarding teaching practices and staffing arrangements in the teaching of reading.
3) Students show improvement in reading ability.
4) Students who are having difficulty are not allowed to fall behind the other students in meeting the identified reading standards.

Goal 3

1) Multiple assessment procedures and types are used.
2) Teachers use assessment results to evaluate successes and failures and to plan strategies for improvement of instruction.

Goal 4

1) Students can identify their strengths and weaknesses regarding learning objectives.
2) Students set goals for learning.

Goal 5

1) Students show an improvement each year in mastering grade level outcomes identified in the curriculum.
2) At the end of each year, the staff monitors achievement of targeted outcomes and sets goals for the future.

CONSIDERATIONS REGARDING PLAN IMPLEMENTATION

The written plan is now complete. The leadership team has guided the process to a conclusion. The responsibilities have been assigned to individual committees or groups. The administration and the leadership team's orchestration of the process becomes a sensitive but practical venture where autonomy is granted to the groups comprised of staff and school community members.

The achievement of extraordinary results can be attained through respect for one another, open communication, and intense and pervasive concern for all staff and students. Some of the designed activities or programs may require longer deliberation, negotiation, concentrated study, and consensus building to achieve the desired outcomes.

The dignity and worth of each individual is extremely important to the school improvement process, however, line and staff relationships still remain a factor. The administration along with the leadership team will coordinate the various group and individual efforts and motivate, monitor, and contribute to the effective implementation of the action plan.

There are two distinct entities that must work together closely - site-based management and site-based decision makers. The administration of the school still remains with the principal. Staff ownership comes through realistic expectations, genuine respect, and an effective sharing of power. Restructuring plans of this magnitude will require one to three years for sustained results and notable changes.

Chapter 8

ACTION PLAN REVISION

OBJECTIVE: The purpose of this chapter is to assist the leadership team and staff in evaluating and revising the current plan. The chapter describes the specific areas that are often pitfalls in plan development and implementation. The step-by-step process needed for revising plans is presented.

INTRODUCTION

Plans must be examined periodically in order to ascertain the efficacy of the goals, to accommodate changing needs, to more clearly define the goal writing process, to insure goal accomplishment, and to internalize the intent of the plan.

Program Components

Before reviewing and updating a written plan the leadership team should re-examine the components of the Successful School Planning and Restructuring program.

1. The first component, the foundation for improvement, has fourteen conditions required for successful schools. Each condition is prescribed and measurable, and includes sub-conditions to assist the staff in understanding the intent of the condition. Sub-conditions are descriptors that identify specific practices and beliefs that determine the presence or absence of a condition in the school.

2. Second, the program uses a set of staff, student, and parent/community surveys to measure current perceptions regarding the fourteen essential conditions.

3. Third, the program uses software designed to analyze the perceptions of staff, students, and parent/community members regarding the fourteen successful school conditions. This component allows the staff to determine the existence of certain procedures and practices that correlate highly with student achievement.

Program Principles

The persons responsible for plan revision must understand and endorse the program principles. The action plan being reviewed needs to be judged in light of these principles.

1. Commitment. To improve the productivity of the school, a strong commitment is needed by school administrators, the leadership team, staff, and parents. The commitment has to be sustained throughout the plan implementation process. If any of the four groups has lost its fervor for school improvement, the plan cannot be brought to successful conclusion and the

goals will not be met. Chapter 5 (pp. 51-54) recommends several steps that need to be taken during plan implementation. In order to foster commitment, these suggestions need to be reviewed and put into practice. Thus, the first step in the review of a current plan is the determination of commitment on the part of those involved.

2. Knowledge. There is no substitute for knowledge during the plan review and update procedure. In order to reach the goal of improved student learning, the staff must thoroughly understand the fourteen conditions that enhance student learning. These conditions along with relevant sub-conditions, when present in a school, can assure success.

3. Use of data. In the update process, data plays a major role. The current plan may be based on data that is not timely or was not used properly. The analysis and interpretation of the previous data may have been ineffective. Data may be derived from numerous and various sources. To determine the major problems facing the school, one must look at all facets of the school operation contributing to student performance. Examples include attendance patterns, the extent of parent involvement, the instructional delivery system, and discipline referrals. It is necessary to examine current data to determine whether the plan's goals are relevant to current needs.

4. Goals that are consistent with needs, are measurable, and include strategies for implementation. Goal statements must be based on identified needs and must include indicators of what would occur if the goal were accomplished. If a goal is to improve achievement in reading, the indicators must provide the basis upon which the judgment of goal realization can be based. An example may be that students can read aloud a stated length grade level passage with fewer than three errors in word recognition. Other indicators should be stated to further describe the abilities necessary to verify achievement of the goal. The indicators of accomplishment must be measurable and provide an efficient way to determine success. Specific strategies should be included to provide a means for goal attainment.

5. Method for monitoring progress. The implementation of a plan to improve or restructure the school is difficult. Therefore, there must be a method built into the implementation process whereby progress can be monitored.

6. Method for evaluating progress. In the final analysis, individual staff members, parents, and the school community must know whether the plan is bringing about the desired changes. The evaluation process is ongoing and uses the indicator of accomplishment statements accompanying the goals to determine the success of the plan.

STEPS FOR PLAN REVISION

Reconsidering the Mission Statement

A school mission statement must be more than the usual well articulated ideological document prominently displayed in the school. The mission serves as a reminder to both the internal and external publics the aim and intention of the schooling process. It represents the position of the school and community regarding the achievement of all students and should be consistent with the concepts of a successful school.

Designing a well understood mission statement for a school district or a school is an important venture if constructed with real and lasting commitment. This process can be one of the most important initial or annual revision steps taken in the school restructuring process.

The mission statement becomes a means to direct and guide the leadership team, staff, and school community toward appropriate decision making ventures. This initial step or part of plan revision must take into consideration what the school staff and school community believe the school should be. One must consider, "that which is believed or valued becomes that which is accomplished." The belief and value system supporting the mission must become embedded into the plan. To be complete, the mission statement must be accompanied by supporting beliefs. Arriving at these beliefs may be an arduous and time consuming task but getting these to surface and arriving at concensus provides a philosophical foundation for the mission.

The revision or modification process of creating the mission statement and supporting beliefs provides a motivational start. This becomes the time to bring along new staff and revitalize and inform present staff members in rethinking beliefs. Leadership team members must continually revisit the mission and supporting beliefs as they construct the revision of each goal, sub-goal, and planned activity in order to have a direct effect on mission accomplishment.

The following activity is suggested to guide the staff, leadership team and school community members in modifying or revising the mission statement and supporting beliefs to more clearly communicate the school's intention.

> Write the mission statement using a wall chart, overhead transparency, or chalkboard. Staff members should have the mission statement read aloud while analyzing each word, phrase, and sentence. Time can be provided for discussion in the attempt to determine what is important to the participants. The statement can be edited to more clearly define the purpose of schooling. The present day society continually calls for renewed emphasis on visionary and challenging capabilities from all educators and representative school community members.
>
> The next step is to list the participants' belief statements so that staff and team members can consider each belief in relationship to mission accomplishment. This activity calls for each person to have a copy to edit or to participate in discussion. One must make sure that discussion time is

provided and allowances made for new members to question or add ideas. Consideration must be given to the students, the staff, the school community, and the present needs of the school. This activity can update, provide additional insight, and empower staff through knowledge, involvement, and commitment.

It would be beneficial at this time to review mission statements from other school districts to assist in expanding visions and confirm beliefs. A mission statement must be explicit to the reader in order to make the road to accomplishment well marked and the destination evident to all concerned.

Studying the Fourteen Conditions

The fourteen prescribed conditions--attendance, social success, self-esteem, learning to learn skills, learning climate, parent and community involvement, curriculum and instruction, expectations, instructional leadership, academic learning time, monitoring student progress, empowerment and professionalism, competency and self-renewal, and vision--provide the basic framework for defining a successful school (Chapter 2, pp. 6-9; Chapter 3, pp. 23-36). These conditions and related sub-conditions are vital for success in all aspects of school improvement planning. They must thread through the entire improvement process in order to obtain desired results.

Staff and leadership team members must fully understand each condition and related sub-conditions as well as the importance of each of these in the total school environment. These conditions should be used as the basis for school improvement and all efforts must be focused on activities to acquire these conditions to their fullest state. They must be considered as essential variables to be sustained, monitored, and assessed regularly throughout the short-range and long-range planning and implementation process.

The Work Guide (Chapter 3, p. 36 and the Expanded Work Guide, pp. 9-10) provides activities to assist staff in becoming knowledgeable regarding each condition. These activities lead staff into decision-making that will later become the basis for goal development. It is suggested that initially the staff and leadership team members study all fourteen conditions and sub-conditions in depth. This provides the staff with an array of basic school needs and the realization of the importance of each condition in order to provide opportunities for students to achieve to the fullest extent.

A lot depends on where the school is presently in relationship to the conditions. More information will be available once the surveys are administered and the results are analyzed and combined with other data.

The school team may find the information awesome as to the number of conditions to address. If so, it would be appropriate to prioritize the conditions related to school needs. Often a school will choose to address only those conditions/sub-conditions considered foundational in order to set the developmental processes into place. As each condition and its related sub-conditions become soundly positioned, others then will become necessary to implement. The following examples show how some conditions/sub-conditions must be pursued first. Sub-Condition 2 of Condition 7 states, "The staff uses agreed upon instructional objectives for each grade level and subject area to guide instruction," (Chapter 3, p. 29). This sub-condition must be attained first since Sub-Conditions 3 and 4 cannot be considered unless the agreed upon instructional objectives are in place. Another example is (Chapter 3, Condition 5, Sub-Condition 6, p. 27): This school has a successful discipline policy that insures orderly, calm, and business-like behavior. Sub-Conditions 4 and 9 cannot very well be accomplished unless Sub-Condition 6 is firmly in place.

Determining Needs Using Data

The first step in the determination of needs is to identify as many data sources as possible. The following sources can be used as a checklist and thought starter for data gathering purposes:

1. Results of the Successful School Planning and Restructuring staff, student, and parent/community surveys. The school staff should make it a practice to administer these surveys on a regular basis. A two-year or three-year administration cycle would be appropriate.

2. Disaggregated normative test results. Disaggregation of results should be a regular practice for all assessment information. Areas of disaggregation could include race, gender, and socioeconomic status. Other areas could be used depending on the goals in the current or revised action plan. See Appendix E for information related to disaggregation.

3. Criterion referenced test results. Criterion referenced results provide essential information directly related to the curriculum of the school. Included in this category would be performance results, observation of student learning information, and portfolio content.

4. Attendance information. Attendance patterns by grade level and disaggregated attendance patterns for various student groups in the school should be examined.

5. Course grade analyses including failure rates. This information could be an excellent resource in the determination of needs.

6. Analyses of college admissions test results from ACT and SAT administrations. The data from these tests can be used to determine how various student groups performed. In addition, information is provided that shows how students performed if they have taken certain high school courses.

7. Analyses of graduate information. This includes admission to post high school institutions and success in those institutions, participation and success in the work force, and armed services participation.

8. Attitude survey results. This data can be used, if available, to determine feelings about specific programs and projects sponsored by the school.

9. Results of student, staff, or parent brainstorming. This activity could relate to success and failure of school programs or practices, perceived problems, or identification of needs. Brainstorming can be an effective tool in the data gathering process and should not be overlooked.

10. Local, state, and federal mandates. There are certain procedures and practices that have been prescribed and the school staff must pay attention to these when collecting data.

11. Student referrals. This information sheds light on learning climate and other operations of the school.

After the data has been assembled, it should be organized so that it can be used efficiently to determine needs. The following procedure should be followed.

The first step is to examine the data from each source and make a list of the apparent strengths and weaknesses.

The second step is to celebrate the strengths in some way. The leadership team should inform the staff, students, and parents about the things the school does especially well.

The third step is to decide which of the identified weaknesses should be addressed. This process should not be too involved but the leadership team needs to devise a plan that will result in a set of weaknesses that people feel are important to remedy. A reasonable number of weaknesses should be selected, no more than ten to fifteen.

The fourth step is to group weaknesses that are similar and write needs statements from these identified weaknesses.

Example

1. Identify weaknesses to be addressed. From the data examined by the leadership team, the following emerged as those to consider.
   a. The standardized achievement test is not highly correlated with the curriculum.
   b. Students are tested on instructional objectives they have not had an opportunity to learn.
   c. The school does not have a clear, consistently enforced policy on absenteeism.
   d. There is not enough time to teach the curriculum successfully to all students.
   e. There is no annual goal setting process to decide curriculum areas where students find success and where they do not.
   f. Thinking skills are not stressed building-wide.
   g. Students do not do well in mathematics problem solving.
   h. Student-adult ratios are never below 15 to 1 for critical periods of instruction.

   i. Staff does not have problem solving and counseling skills that enable them to deal with disruptive behaviors.

   j. Students do not have characteristics/behaviors that promote success as students.

   k. The community is not aware of the skills.

   l. Curriculum problems are not usually discussed.

2. Group similar weaknesses.

   a. Group 1 (Assessment): a, b, e, g.

   b. Group 2 (Curriculum): f, k, l.

   c. Group 3 (Academic Learning Time): c, d, h.

   d. Group 4 (Learning Climate): i.

   e. Group 5 (Self-Esteem): j.

3. Write needs statements.

   a. For Group 1 (Assessment):

      (1) A correlation needs to be conducted between the instructional skills and the assessment instruments used to determine mastery. Assessment methods need to be identified and implemented for the instructional skills.

      (2) There needs to be a thorough examination and identification of curriculum areas in which students do not do well.

   b. For Group 2 (Curriculum):

      (1) Thinking skills need to be incorporated into the curriculum.

      (2) The community needs to be aware of the skills students should master at each level.

      (3) Curriculum problems need to be discussed by teachers and solutions need to be recommended.

   c. For Group 3 (Academic Learning Time):

      (1) There needs to be a thorough examination of allocated time and staffing patterns followed by recommendations for improvement.

      (2) The school needs to implement a policy on absenteeism.

d. For Group 4 (Learning Climate):

The staff development program needs to include a module dealing with problem solving and discipline skills.

e. For Group 5 (Self-Esteem):

Students need to be taught and encouraged to acquire characteristics and behaviors that promote academic and social success.

Critiquing Current Goals in Light of New Data

After the needs have been identified, it is a simple process to determine whether they have been addressed in the goal statements contained in the current plan. A procedure such as making a check beside each need that has been addressed by a goal is sufficient. If any needs remain, the leadership team, with staff input, must decide whether it is appropriate to write a new goal to be included in the plan revision.

Examining Goals

1. Goal Statements. This process is probably the most difficult of all the procedures required for plan revision. The goal must state clearly and succinctly what is going to be accomplished. The question often arises about the number of goals to be included in the plan. This depends, of course, on the comprehensiveness of the goals. If the goals are quite broad and comprehensive, three to five goals would be appropriate. If the goals are narrower, more goals may be included in the plan. In the goal examples below, Goals **"b and c"** are broad and comprehensive and Goals **"a and d"** are less so. One or two more goals similar to these may be included in a plan. Goal **"e"** is the beginning of a process for a major restructuring of the school. This goal could be included in this set, but the next logical step is to make recommended changes and these related goals may constitute the entire plan revision in the next plan review. It should be remembered that a too ambitious plan may doom it to failure. The following are examples of well-stated goals.

   a. Involve teachers, students, and parents in curriculum decisions relating to content.

   b. Conduct a correlation between the skills contained in the reading, language arts, and mathematics curriculum and the assessment instruments used to determine student performance, and identify assessment methods and instruments for mathematics skills in Grades 1 through 6.

   c. Examine, by grade level, curriculum areas in which students do not do well and devise procedures for improvement.

   d. Inform the community of skills students should master at each grade level.

   e. Examine allocated time in basic skills areas and staffing patterns and make recommendations for improvement.

2. Indicators of accomplishment. Indicators of accomplishment serve two purposes. They guide the development of sub-goals and provide benchmarks for the evaluation of goal accomplishment. Therefore, the indicators must be specific and measurable.

Examples

Goal: Involve teachers, students, and parents in curriculum decisions relating to content.

Indicators of Accomplishment:

1. Teachers, students, and parents serve on curriculum committees (committee membership rosters).

2. A majority of the teachers, students, and parents feel their ideas were considered in deliberations of the committee (survey of or interviews with the three groups).

3. A majority of the teachers, students, and parents agreed with the committee recommendations (survey, interview, committee minutes).

Goal: Conduct a correlation between the skills contained in the reading, language arts, and mathematics curriculum and the assessment instrument instructional objectives used to determine performance, and identify assessment methods and instruments for mathematics skills in Grades 1 through 6.

Indicators of Accomplishment:

1. A document states the curriculum skills along with the method used to determine student acquisition of the identified skills.

2. A comprehensive assessment program is in place for mathematics skills in Grades 1 through 6. The program includes the assessment instruments and schedule that identifies administration procedures and dates.

Goal: Examine, by grade level, specific curriculum areas in which students do not do well and devise ways to improve.

Indicators of Accomplishment:

1. A written plan is in place that describes the procedure to be used in examining the curriculum to discover the areas in which students do not do well.

2. The results of the examination are used by teachers at each grade level to make plans for improvement as described below.

   a. The specific areas of weakness are identified and displayed prominently.

   b. Step-by-step procedures are carried out to address the weaknesses.

   c. A target for improvement is established. For example, if 30 percent of the students mastered an instructional objective, the target may be 50 percent.

   d. Interim assessment procedures are in place to determine progress toward improvement.

   e. The final evaluation of student performance is compared to the target and is used as the benchmark to determine success.

Goal: Inform the community of skills students should master at each grade level.

Indicators of Accomplishment:

1. A document written in terms easily understood is prepared listing the skills.

2. The document is sent to parents and made available to interested community members and organizations.

Goal: Examine allocated time and staffing patterns and make recommendations for improvement.

Indicators of Accomplishment:

1. A committee is formed with the purpose of examining current allocated time and staffing patterns.

2. The committee's charge is to make recommendations in light of society's and students' needs in the 21st century.

Sub-Goals are more specific statements that describe what will take place in the attempt to accomplish the goals. When the goals are broad and comprehensive, several sub-goals may have to be written to lead to goal accomplishment. If the goals are narrow, the writers of the plan revision may not have to write more than two sub-goals. Sub-goals are written so it is possible to determine whether they have been implemented. The following examples show a goal, the indicators of accomplishment, and the sub-goals that support goal accomplishment.

Goal: Develop and implement a leadership academy to improve the instructional leadership skills of aspiring and current administrators.

Indicators of Accomplishment:

1. A leadership academy is in operation.
2. Individuals appointed to an administrative position demonstrate competency in the skills included in the leadership academy.
3. The instructional leadership skills of current administrators are evaluated and upgraded by participation in the leadership academy program.

Sub-Goals:

1. Study leadership academies in operation and summarize their method of identifying leadership skills to be included, the skills that were chosen, and the method used to determine the persons who will participate in the academy program.
2. Define leadership skills necessary to improve student achievement.
3. Determine the modules to be included in the leadership academy and create a syllabus for each module.
4. Determine methods to certify success in mastering the academy skills.
5. Determine the requirements to become an administrator in regards to the leadership academy program.

Goal: Provide intensive instruction for students who do not master the skills necessary to be successful at the next level of learning.

Indicators of Accomplishment:

1. Prerequisite skills needed for success at the next level are identified and published.
2. Students without prerequisite skills are identified.
3. A program is in place that attempts to remedy deficiencies of students who have not mastered the prerequisite skills.

Sub-Goals:

1. Identify prerequisite skills necessary to be successful at the next level of learning.
2. Examine assessment data to identify students who have not mastered prerequisite skills and inform teachers, students, and parents.

3. Develop or select alternative materials designed to help students acquire the skills.

4. Define a procedure that will be used to be certain that students who have not mastered the skills receive the needed instruction.

After the sub-goals have been defined, the activities and the persons responsible for accomplishing them should be identified. Those responsible should make periodic written and/or oral reports to the leadership team/staff as to the progress being made. These reports should be an integral part of the leadership team operating procedures or of the staff meetings at the school. For more information, please study pages 46 and 47.

A time-line is then established that identifies the completion date for the activity(ies). The time-line should be reviewed periodically so that changes can be made if the original date for completion was not reasonable.

Analyzing Goal Accomplishment

Determining whether the goal was accomplished is a relatively easy task if the indicators of accomplishment were well thought out. To demonstrate, an evaluation plan for the following goal will be developed.

Goal: Develop and implement a leadership academy to improve instructional leadership skills of aspiring and current administrators.

Indicators of Accomplishment:

1. A leadership academy is in operation.

2. Individuals appointed to an administrative position demonstrate competency in the skills included in the leadership academy.

3. The instructional leadership skills are evaluated and upgraded by participation in the leadership academy program.

Evaluation of Goal Accomplishment:

Indicator 1: Either the academy is in operation or it is not.

Indicator 2: Individuals who have been appointed to administrative positions have been enrolled in the academy and have demonstrated competency in the academy content. (This indicator cannot be evaluated until two or three years after the academy has been in operation.)

Indicator 3: Leadership academy skills are included in the evaluation process and those administrators who need skill up-dates have participated in the academy program.

For Indicators 2 and 3, the evaluation team will need to make some judgments in regards to determining goal accomplishment. For example, suppose 85% of the new appointments have participated successfully in the academy program. The team will have to decide if this is good enough. The same holds true for Indicator 3. When evaluations of goal accomplishment are made, judgment often plays a role. In these situations, common sense takes the lead in making the determination of success or failure.

Internalizing the Plan

The plan content must become a part of the daily experiences of the administrative leadership, students, staff, school community members, leadership team, and committee representatives. Internalization (Chapter 5, p. 52-53) and Condition 12, empowerment and professionalism (Chapter 3, p.34) illustrate the need for concentration on school activities that promote the stated goals. Staff members should deal directly with the assigned activities and decision making processes that reflect the philosophy of the plan. Internalizing the plan takes approximately three years. However, it is possible that less time can be taken to internalize some aspects of the plan depending on how quickly and earnestly the majority of the staff members assume responsibility for the activities that will lead toward goal accomplishment. The school mission and other philosophical aspects of the plan can become an integral part of each effort if regular meetings are held and plan projects and activities are communicated effectively. All members of the staff must feel ownership with their suggestions and contributions being valued.

1. Selling the Plan. Communicating the plan to the internal and external publics is essential to success. Each plan is unique since it addresses that particular school's needs. Therefore, one cannot lose sight of the consideration that must be given to the culture, the climate, the issues, the parents and the community, the students, the staff, and others. A major task is assuring the constant flow of information necessary to keep all entities informed, on target, and working diligently to accomplish the stated goals. Steps to communicate the plan should be initiated and could include the following:

   a. Institute a publicity program using periodic newsletters, news releases, public service announcements, and interview programs. These should address the planning and implementation activities.

   b. Display the mission statement with supporting beliefs and stated goals.

   c. Form a speakers bureau to make public presentations regarding the plan.

   d. Disseminate materials with plan information using brochures, bumper stickers, and other means to notify the public that the school is working through a new program focusing on student achievement.

e. Bring all leadership groups along that support, provide assistance, and help the school move closer to the stated mission (e.g. student council, parent organization, booster clubs, etc.).

2. Training. The comprehensive nature of school improvement plan development and implementation calls for the effective use of new skills and knowledge. Many schools use the committee method whereby a staff development committee designs, selects, and monitors the training to ensure that all programs enhance the realization of the stated goals. Consideration should be given to the following statements:

   a. Assume that no amount of knowledge will make it easy to develop or revise and implement a plan. Training will be ongoing to make the plan an effective tool. Knowledge through learning continues to be the necessary ingredient to accomplish the goals.

   b. The goals will probably imply the need for new and additional training methods for staff to consider.

   c. The change process itself in school improvement planning often requires additional training and knowledge (Chapter 2, pp. 16-17).

   d. Training should be research based, continuous, comprehensive in scope, and tailored to identified needs.

   e. Identifying training needs becomes a sensitive but important aspect since staff is often diverse and possesses varied training needs. Care must be taken that those needs are considered in order to help staff acquire the necessary skills and competencies.

3. Administrative Leadership. Effective administrative leadership is essential to successful school planning and restructuring. The success of the plan is largely dependent on the skills, qualities, and actions of the administrator(s). The leadership team, the students the staff, and the school/community committees are powerless without the full support of the school administration. The administrators work with the staff and leadership team from beginning to end in the development of the mission, the data gathering process, and goal development. The implementation and internalization processes require total immersion of the administration using the following actions.

   a. Coordinating all efforts to facilitate goal realization.

   b. Assisting the leadership team and other committees as they work toward plan implementation and institutionalization.

c. Reinforcing staff, team, and committee members to enhance morale and productivity.

d. Allotting time and resources for the leadership team and respective committees.

e. Communicating the school restructuring plan and implementation process to the internal and external publics. Effective communication with the leadership team, committees, and the central office administration regarding policy, budget, and other concerns.

f. Focusing the efforts of all concerned toward the identified mission.

g. Energizing all entities and facilitating the coordination of leadership team, assigned committees, and school community members in their attempts to complete the assigned activities outlined in the plan.

h. Reporting the contents of the plan to policy makers, central administration, and state education officials.

SUMMARY

School improvement planning and restructuring requires concentrated effort by all concerned. Patience and flexibility, coupled with the ability to invent and produce solutions, can make goal accomplishment a reality. Staff and community members should read carefully and discuss all segments of this chapter as well as the referenced material. The suggestions will prove to be helpful in designing or revising a plan.

The school improvement team, committees, and staff must have in place a method to review new research findings and new professional literature especially those that relate to the improvement of student achievement. The suggestions provided in Chapter 1, p. 11, can prove helpful to the staff as it seeks to remain professionally current. The literature is replete with promising practices used successfully in the nation's schools.

School staffs or leadership teams can realize success if they are willing to put forth the required effort. The task is never complete. The quest for excellence is challenging but sustained and concerted effort will produce desired results.

Appendix A

EFFECTIVE SCHOOLS RESEARCH

The findings upon which the Successful School Program is based are those of Effective Schools researchers. The Bibliography contains a complete listing of the studies summarized. Common threads emerge as the findings of the separate studies are examined. Following is a summary of the emerging trends of school beliefs and practices that impact the learning of students. Included is a statement that capsulizes the essence of each characteristic.

Characteristic 1: Learning Climate

There is an orderly, purposeful atmosphere that is not oppressive but conducive to teaching and learning. There is a high level of courtesy and mutual respect among staff and students. School rules and discipline procedures are fairly and consistently enforced. School learning is given high priority and recognition.

> "Effective schools have an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional mission. The climate is warm and responsive and emphasizes cognitive development."

Indicators of Learning Climate

1. Respect is shown by students, teachers and administrators for themselves and others.
2. A feeling of mutual trust and concern for each other is exhibited.
3. A sense of belonging is felt by students and staff.
4. All groups including students, teachers, administrators, and parents have the opportunity to contribute ideas to benefit the school.
5. Growth is shown by students in relationship to academic, social and physical skills.
6. School improvement projects are in evidence.

Characteristic 2: Expectations

The school staff displays the expectation that students can attain mastery of basic skills and that staff members have the capability to help students achieve mastery of these skills.

> "Effective schools expect teachers to teach and pupils to learn. Standards are high. No student is allowed to attain less than mastery of the skills at the assigned level. School staff members believe they have the ability to provide the instructional program necessary so all students can master the grade level or course objectives."

Indicators of High Expectations

1. Teachers inform students of the objectives being taught, describe why they are important, and let the students know they are expected to master them.
2. Teachers check regularly to insure that students understand what has been taught and modify instructional methods on the basis of student response. Non-mastery of objectives is treated as a challenge.
3. Students are treated equally concerning participation, feedback, and latency.
4. Teachers determine how students are doing on classroom tasks and keep them informed of their progress.

Characteristic 3: Instructional Leadership

The principal acts as the instructional leader who internalizes and communicates the mission of the school to staff, parents, and students. The characteristics of instructional effectiveness are used to evaluate the school, its staff, and to create school policy.

> "Effective schools have principals who are, in fact, the instructional leaders of the staff. These principals are bold, and supportive. They are active and involved with all components of their educational community."

Indicators of Instructional Leadership

1. A comprehensive knowledge of curriculum and effective instructional practices is acquired.
2. School goals and objectives are identified.
3. High expectations of students and staff are promoted.
4. Student performance is assessed and monitored.
5. Instructional time is protected.
6. Instructional improvement is promoted.
7. Instruction is supervised and evaluated using effective instructional practices as benchmarks.
8. A productive work environment is created.

Characteristic 4: School Mission

There is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures, and accountability.

> "Effective schools make a conscious decision to become effective schools and that is their mission. A collegial decision and commitment is made to assure mastery of basic skills by students. Pupil acquisition of these skills takes precedence over all other school activities."

Indicators of School Mission

1. The mission is in writing and students, teachers, and parents know what it is.
2. A School Improvement Plan has been carefully and thoroughly devised and implemented.
3. The school staff believes that this school is what determines the difference between student academic success and failure.
4. The school staff believes that all faculty members can and should continue to grow professionally.

Characteristic 5: Academic Learning Time

Schools allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time students are engaged in and successful with learning activities.

> "Effective schools emphasize on task behavior and success of students. These two ingredients form the basis for maximum learning by students."

Indicators of Academic Learning Time

1. The school has a clear, consistently enforced policy on absenteeism and tardiness.
2. The school has a consistently enforced policy on classroom interruptions.
3. Feedback to teachers stresses the effective use of instructional time.
4. Time on task and success are monitored.

Characteristic 6: Monitoring of Student Progress

Feedback on student academic progress is obtained frequently. Multiple assessment methods are used. The results of testing are used to improve individual student performance and the instructional program.

> "Effective schools have teachers and principals who are constantly aware of pupil progress in relationship to the mastery of instructional objectives."

Indicators of Frequent Monitoring of Student Progress

1. Each student's standardized test results, including breakdowns of objectives mastered, are used to make sure all students are mastering the basic skills.
2. Standardized test results are analyzed by socioeconomic status to make sure that all groups of students are learning.
3. Objective referenced and/or performance tests are used and results are examined carefully when determining the strengths and weaknesses of the curriculum.
4. The school uses student achievement as the basis to determine its effectiveness.
5. The use of graded homework is a standard practice.
6. Procedures are used to identify students who need more time or instruction to avoid retention or failure.

Characteristic 7: Curriculum/Instruction

This school has identified the critical instructional objectives for each course or grade level. A coherent set of instructional methods is used to insure student mastery of the identified objectives.

> "All students are capable of mastering almost all of the objectives for a course or grade level. No student should be allowed to fall below this norm."

Indicators of Curriculum/Instruction

1. The staff uses agreed upon instructional objectives for each grade level and subject area to guide instruction building-wide.
2. The alignment among what the curriculum says to teach, what is taught, and what is tested is high.
3. Teacher evaluation is based on criteria that describe effective teaching.
4. All staff continue to acquire new teaching skills.

5. A process has been established for reviewing and revising the curriculum and instructional methods.

Characteristic 8: Supportive Community

Parents and other community members understand and support the basic mission of the school and are made to feel they have an important role in achieving the mission. Parents are partners with the school in helping students master the instructional objectives.

> "Effective schools have broad support. Parents influence their children in a number of ways: through their expectations for their children, through their involvement with the activities of their children, and through direct instruction of their children."

Indicators of Supportive Community

1. Parents are involved in school programs including the forming of the mission statement and devising school improvement plans.

2. Parents provide a supportive home environment.

    a. Priority is given in the home to schoolwork, reading, and other educational activities.

    b. Frequent encouragement is given their children in relationship to schoolwork.

    c. A place to study is provided.

    d. Families discuss books, newspaper articles, and TV programs.

    e. Families use libraries, museums, and attend cultural activities.

    f. Language development is encouraged by providing opportunities for enlargement of vocabulary.

    g. Parents keep informed of their children's schoolwork and school activities, promote high standards, and expect their children to learn.

TEACHING METHODS

Classroom practices also have an effect on how well students learn. Teachers can make a difference. The following set of factors describes those practices of teachers who are the most successful in promoting student learning.

Factor 1: Teacher Expectations, Role Definitions, and Sense of Efficacy

Teachers believe their students are capable of learning and they are capable of teaching. If the curriculum or instructional methods do not work, others are found that will work. Any concept not learned the first time through is retaught. Teachers build a learning environment that demonstrates the belief that all students can learn.

a. Students are engaged in meaningful tasks in which they can succeed.

b. Teachers know what is going on in the classroom.

c. The focus is on group work.

d. Students are held accountable for their performance.

e. Students are taught learning to learn skills.

f. The self-concept, achievement motivation, and levels of aspiration of students are enhanced.

Factor 2: Student Opportunity to Learn

Teachers allocate most of their available time to instruction. Allocation of time must be backed by an efficient classroom learning environment and by group management that maximizes student engagement in academic activities. Careful preparation of the physical environment, early instruction on classroom routines and procedures, and continuous review and maintenance throughout the year leads to a classroom environment that promotes learning.

a. Students are kept alert to the activity at hand.

b. Learning activities are varied and challenging.

c. Teachers make clear from the first day of class the rules and penalties.

d. Teachers focus on rewarding and praising positive student behavior.

e. Every minute is well-planned including activities to be used when students come early or finish an assignment early.

Factor 3: Curriculum Pacing

To learn efficiently, students must be engaged in meaningful tasks and should proceed rapidly but in small steps. Students need minimum success rates of 80 to 90 to produce maximum learning. A good pace is maintained by avoiding sudden stops and starts, digressions, leaving activities hanging, switching back and forth between activities, and over-dwelling.

a. A tentative plan for the year is made that includes goals for student learning.

b. Where reading groups are used, a major purpose is to diminish differences in reading ability amongst students.

Factor 4: Active Teaching

Teachers actively teach their students by demonstrating skills, explaining concepts, conducting participatory and practice activities, explaining assignments, and reviewing on a regular basis. A language of instruction is used that allows the teacher to consider and use the components of effective lessons. Large and small groups are used depending on the nature of the learning to take place and the students who are expected to learn.

Teachers understand and use when appropriate the following lesson components:

a. Anticipatory set.

b. Specified lesson objective.

c. Teacher input.

d. Modeling.

e. Checking for understanding.

f. Guided practice.

g. Closure.

h. Independent practice.

Factor 5: Feedback to Students

Teachers inform students how they are doing on a daily basis. Any practice the students do must be accompanied by knowledge of results. In order to inform students about the appropriateness of their work, teachers must closely monitor classroom tasks of students.

a. Students are made aware of their progress by various means of feedback.

b. Students are allowed to check their progress by examining their records.

c. Praise is used to keep students informed of their progress.

d. The use of academic feedback increases engagement rates of students.

e. Provisions are made for self-checking of assignments.

Factor 6: Teaching to Mastery

Teachers provide opportunities for practice and application; they monitor student progress; and, they provide feedback and remedial instruction on concepts and skills not mastered.

a. Precise learning objectives are used where appropriate.

b. Pre-entry assessment to assure mastery of prerequisite skills is accomplished.

c. Teachers tell students what they will learn, how, why, and how long it will take.

d. Instruction and check for understanding take place.

e. Guided and independent practice are used.

f. Corrective and enrichment activities are conducted.

g. Review and feedback are provided periodically.

h. Summative assessment is used to ensure retention of mastery.

Factor 7: Supportive Learning Environment

Teachers maintain high standards and demand that students do their best, but they are not punitive or hypercritical. Maximal performance is obtained by praise, encouragement, expression of appreciation for effort, and paying attention to evidence of genuine progress.

Students in early grades require a great deal of one-to-one interaction with the teacher. Students at higher grades have less need for individualized interaction with the teacher. However, all students need to be shown high personal regard.

Result: Students have a high self-concept of academic ability and a low sense of academic futility.

Appendix B

Appendix B contains the following:

1. **Elementary Staff Surveys**

   a. Forms A - page 115
   b. Item Condition Match for Form A - page 120
   c. Forms B - page 122
   d. Item Condition Match for Form B - page 125
   e. Forms C - page 126
   f. Item Condition Match for Form C - page 128

2. **Secondary Staff Survey**

   a. Form D - page 129
   b. Item Condition Match for Form D - page 132

3. **Student Surveys**

   a. Elementary Student Survey - page 133
   b. Item Condition Match for Elementary Student Survey - page 136
   c. Secondary Student Survey - page 137
   d. Item Condition Match for Secondary Student Survey - page 140

4. **Parent/Community Survey**

   a. Parent/Community Survey - page 141
   b. Item Condition Match - page 144

5. **Norms Table for All Surveys** - page 145

DIRECTIONS FOR SURVEY ADMINISTRATION

Specific directions appear on the cover sheet of each survey. Also, Chapter 6 contains more detailed information about each survey.

ELEMENTARY STAFF SURVEYS

1. Form A. This 112-item survey can be used to identify procedures, practices, and beliefs that contribute to student achievement if successfully implemented in a school. This survey provides comprehensive information for successful school planning and restructuring.
2. Form B. This 90-item survey has the same characteristics as Form A with 22 items less. It contains sufficient items to provide guidance to school staffs in needs identification for successful school planning and restructuring.
3. Form C. This 33-item survey was designed to predict student achievement in the Reading and Mathematics area and is not appropriate for needs assessment purposes.

SECONDARY STAFF SURVEY

Form D. This 59-item survey may be used for needs assessment as well as prediction of student achievement.

STUDENT SURVEYS

1. Elementary Student Survey. This 63-item survey is designed to determine feelings of elementary students. It contains information necessary for the needs assessment process.
2. Secondary Student Survey. This 63-item survey is designed to determine information regarding the feelings of secondary students. This information is necessary for the needs assessment process.

PARENT/COMMUNITY SURVEY

This 66-item survey is designed to determine strengths and weaknesses in the schools as perceived by parents and members of the school community. This information is valuable for the needs assessment process.

DESIGNING SUCCESSFUL SCHOOLS
Elementary Staff Survey
Form A

The DSS survey is a self-assessment instrument for schools. It is designed to determine strengths and weaknesses, but its purpose does not include making comparisons. The DSS survey is a measure of the perceptions of the school staff about what happens in the school.

It is important that all respondents be perfectly honest in their evaluation of each statement as it relates to their school or classroom. When deciding whether or not an item describes a belief or practice in the school, specific examples should be thought of to validate the response that is made.

* *

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = The ability, practice, or belief is present all or most of the time.
B = The ability, practice, or belief is present frequently.
C = The ability, practice, or belief is present some of the time.
D = The ability, practice, or belief is present infrequently.
E = The ability, practice, or belief is seldom or never present.

It should be noted that some items require an all or none response. For example, Item 65 states, "A process has been established for reviewing and revising the curriculum." The process has either been established or it has not. Therefore, a response of "A" or "E" would be the only appropriate response.

Respondents need not identify themselves.

DESIGNING SUCCESSFUL SCHOOLS

Elementary Staff Survey - Form A

1. Tracking and grouping of students by ability is avoided.
2. In this school, staff study groups are used to review educational trends or to examine promising practices.
3. Teachers and students exhibit a high level of courtesy and mutual respect.
4. School rules and discipline procedures are fairly and consistently enforced so that students believe they are treated equitably.
5. Low socioeconomic status parents feel welcome in this school.
6. In this school, the staff sets clear, attainable, and measurable building-wide academic goals each year.
7. The actions of parents indicate a belief that learning is a partnership endeavor among the school, their children, and themselves.
8. Each student's standardized test results, including objectives mastered, are given to teachers annually.
9. The staff uses agreed upon instructional objectives for each grade level and subject area to guide instruction.
10. There is a consensus among staff that the instructional outcomes are adequate.

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11. This school involves parents and the community in setting school policies and practices.
12. Instructional objectives and practices are not well coordinated among grade levels and/or subject areas.
13. Students are tested on what they have had an opportunity to learn.
14. Assessment results are analyzed by race, gender, and socioeconomic status to ensure that no group of students is being discriminated against.
15. Instructional programs are evaluated and changed to become more effective.
16. Students are on time to class.
17. Pull outs to special classes are minimal.
18. Announcements that interrupt classroom instruction are kept to a minimum.
19. The use of graded homework is a standard instructional practice.
20. Teachers have clear procedures for managing day-to-day classroom routines.

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21. On the first day of class, teachers spend time teaching the rules, regulations, and other operating procedures used in classroom management.
22. Classroom observations and feedback to teachers stress effective use of instructional time.
23. This school has a successful discipline policy that ensures orderly, calm, and businesslike behavior.
24. The alignment is high among what the curriculum specifies to teach, what is taught, and what is tested.
25. When guided or independent practice begins, the teacher walks around the room to make sure that students understand what they are supposed to do.
26. Student misbehavior seldom interrupts classroom learning.
27. The administration regularly observes classroom teaching.
28. This school has monitoring procedures that identify students who require additional time or special instruction.
29. Student success and potential are emphasized in this school more than failures and shortcomings.
30. Many students find classroom assignments and homework far too difficult.

Designing Successful Schools
Elementary Staff Survey - Form A

31. All deserving students are given rewards, appropriate praise, and recognition.
32. The academic work of students is publicly acknowledged, displayed, and rewarded with the same emphasis as sports.
33. Teachers believe that all of their students can master the essential skills stated in the curriculum.
34. When low achieving students are questioned, teachers provide sufficient wait time to allow them to formulate a response.
35. The administration has strong and precise views about what constitutes good instruction.
36. In this school there is a strongly held belief that all faculty members can and should continue to grow professionally.
37. Teachers are recognized and rewarded for experimenting with new teaching ideas.
38. Teachers are provided time and space for reflection and professional work.
39. When teachers attempt new instructional strategies, they take a risk that their efforts will not be approved.
40. Teachers embrace the concept of accountability to assure the accomplishment of the school's goals.

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41. Improvement of thinking skills is a building-wide goal in this school.
42. Staff members are praised and recognized for their instructional improvement efforts in raising student achievement.
43. In this school, even the most experienced teachers continue to acquire new teaching skills that will improve their performance.
44. This school regularly involves parents in the improvement of their children's learning.
45. Teachers cooperatively plan learning activities or instructional units as a regular practice.
46. As a regular instructional improvement practice, teachers visit each other's classrooms to observe teaching strategies.
47. As a regular practice, teachers talk to one another about the academic work of students for whom they share responsibility.
48. In this school, the total staff is committed to improving the academic performance of all students.
49. School rules and procedures are openly discussed and reviewed on a regular basis by all staff.
50. There is a strong sense of community in this school that is felt by staff, students, and parents alike.

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51. Teachers generally are unaware of what other teachers are doing in this school.
52. In this school, staff development is a school-wide activity that supports the accomplishment of building-wide goals.
53. This school has implemented a concrete, precise language and model of instruction that all teachers use to talk about teaching practices with each other.
54. The principal encourages opportunities for instructionally related staff interaction and collaboration by providing time for these to occur.
55. Parents are supportive of what is being accomplished in this school.
56. No students are allowed to fall below the level of learning necessary to be successful at the next grade level or subject area.
57. Staff members work in pairs or small groups to study children or their developmental/behavioral characteristics.

Designing Successful Schools
Elementary Staff Survey - Form A

58. As a regular practice in this school, teachers use cooperative learning instructional techniques where students reach their learning goals only if the other students in the learning group do.
59. In this school, staff reflects on and discusses futuristic needs.
60. A large percentage of classroom misbehavior and disruptions can be prevented by effective classroom organization and management.

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61. Teachers and administrators make sure all students are actively involved in the learning process.
62. Staff members work in teams to compare and contrast the operation of their school with other schools.
63. Procedures for dealing with administrative detail such as attendance recording, passing in papers, distributing materials, and providing for the physical needs of the students are efficient in terms of use of time.
64. Teachers and administrators in this school have problem-solving and counseling skills that enable them to deal effectively with disruptive behaviors.
65. A process has been established for reviewing and revising the curriculum.
66. The community is aware of the instructional skills to be mastered at each level.
67. Teachers are evaluated on their ability to teach the required skills.
68. At least once, no later than midway through the year, teachers in grade level or subject area groups meet formally to discuss the extent to which students are learning the skills being taught.
69. Assessment data describes the accomplishments of both the students and the schools.
70. Assessment data is useful in showing where changes in instruction are needed by identifying the skills that groups of students have not mastered.

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71. In this school, targeted professional and curriculum materials are disseminated and discussed.
72. Near the end of the year, teachers are provided the opportunity to discuss curriculum problems that have arisen during the year.
73. Near the end of the year, the staff works together to develop or update an action plan for improving instruction.
74. In this school, staff recognizes problems and takes the lead in proposing solutions.
75. Staff makes recommendations for changes based on student needs.
76. In this school, societal trends have been examined to review curriculum effectiveness.
77. Students develop thinking and processing skills as well as a solid foundation in the basic skills.
78. Staff has a description or vision of how this school should look ten years from now.
79. Higher order questions are used with both high and low achieving students.
80. In this school, it is evident that students enjoy learning.

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81. At any time during the school day, most students are engaged in the instructional tasks at hand.
82. Most students (90%) achieve a success rate of at least 80% on assignments, quizzes, or tests.
83. On the average day, no more than four to six percent of the students are absent.
84. At the end of each school day or class period, students have a sense of what they have or have not learned or accomplished.
85. Periodically, students are given opportunities to evaluate their own progress.
86. Discouraged students are identified and helped to improve through special academic and personal attention.
87. The opinion of staff members is sought frequently and discussed before decisions are made.
88. Staff members feel they have autonomy in their pursuit to accomplish the goals of the school.
89. When changes are planned, forces are examined that may threaten their realization.
90. Depth of curriculum, in preference to breadth, is pursued.

Designing Successful Schools
Elementary Staff Survey - Form A

91. In this school, students can manage their own learning.
92. Students can communicate effectively using listening, speaking, and writing skills.
93. Students are taught to work collaboratively with peers and adults.
94. In this school, students act with compassion toward others.
95. Students are respectful of authority but can think for themselves and are people of initiative.
96. Teachers and students have the ability to use technology in all areas of the learning process.
97. Staff continually seeks to acquire new knowledge and skills in its respective grade levels and subject areas.
98. In this school, staff conducts classroom research to evaluate new programs and practices.
99. Staff initiates pilot programs to determine more effective methods of teaching.
100. The instructional needs of students are assessed formally.
101. Instructional objectives used in all grades or subject areas have been analyzed to show the steps students use to accomplish the tasks defined in the objectives.
102. Assessment procedures are used for determining student progress on all instructional objectives.
103. Students in my classes are actively involved in learning tasks at least eighty percent of class time.
104. Motivation techniques are identified and used.
105. Review is conducted periodically to insure retention of mastered outcomes.
106. Guided practice is a technique used in my classes.
107. Precise feedback is given students frequently.
108. In the classroom, low achieving students are seated further from the teacher than high achieving students.
109. Less constructive feedback is given low achieving students.
110. Feedback used in this school informs the student honestly how he/she responded or performed.
111. School administrators protect instructional time.
112. Multiple assessment methods are used to monitor student progress.

DESIGNING SUCCESSFUL SCHOOLS
Item Condition Match
Form A

Elementary Staff Survey

Condition 5: Learning Climate	3, 4, 23, 31, 32, 49, 60, 64, 80, 86
Condition 6: Parent/Community Involvement	5, 7, 11, 44, 50, 55, 66
Condition 7: Curriculum/Instruction	6, 9, 10,12, 15, 24, 41,45, 46, 53, 58, 65, 77, 90, 101, 104, 105, 106, 107
Condition 8: Expectations	1, 29, 30, 33, 34, 48, 56, 61, 79, 108, 109, 110
Condition 9: Instructional Leadership	22, 27, 35, 37, 39, 42, 51, 52, 54, 67, 72, 73, 111
Condition 10: Academic Learning Time	16, 17, 18, 20, 21, 25, 26, 63, 81, 82, 83, 103
Condition 11: Monitoring of Student Progress	8, 13, 14, 19, 28, 47, 68, 69, 70, 84, 85, 100, 102, 112
Condition 12: Empowerment/Professionalism	36, 38, 40, 57, 62, 71, 74, 75, 87, 88
Condition 13: Competency/Self-Renewal	43, 91, 92, 93, 94, 95, 96, 97, 98, 99
Condition 14: Vision	2, 59, 76, 78, 89

DESIGNING SUCCESSFUL SCHOOLS

Elementary Staff Survey

Form B

Staff Survey

The DSS survey is a self-assessment instrument for schools. It is designed to determine strengths and weaknesses, but its purpose does not include making comparisons. The DSS survey is a measure of the perceptions of the school staff about what happens in the school.

It is important that all respondents be perfectly honest in their evaluation of each statement as it relates to their school or classroom. When deciding whether or not an item describes a belief or practice in the school, specific examples should be thought of to validate the response that is made.

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = The ability, practice, or belief is present all or most of the time.
B = The ability, practice, or belief is present frequently.
C = The ability, practice, or belief is present some of the time.
D = The ability, practice, or belief is present infrequently.
E = The ability, practice, or belief is seldom or never present.

Respondents need not identify themselves.

DESIGNING SUCCESSFUL SCHOOLS
Elementary Staff Survey
Form B

1. In this school, staff study groups are used to review educational trends or to examine promising practices.
2. Teachers and students exhibit a high level of courtesy and mutual respect.
3. School rules and discipline procedures are fairly and consistently enforced so that students believe they are treated equitably.
4. In this school, the staff sets clear, attainable, and measurable building-wide academic goals each year.
5. The actions of parents indicate a belief that learning is a partnership endeavor among the school, their children, and themselves.
6. Each student's standardized test results, including objectives mastered, are given to teachers annually.
7. The staff uses agreed upon instructional objectives for each grade level and subject area to guide instruction.
8. There is a consensus among staff that the instructional outcomes are adequate.
9. This school involves parents and the community in setting school policies and practices.
10. Instructional objectives and practices are not well coordinated among grade levels and/or subject areas.
11. Students are tested on what they have had an opportunity to learn.
12. Instructional programs are evaluated and changed to become more effective.
13. Students are on time to class.
14. Pull outs to special classes are minimal.
15. Teachers have clear procedures for managing day-to-day classroom routines.
16. On the first day of class, teachers spend time teaching the rules, regulations, and other operating procedures used in classroom management.
17. Classroom observations and feedback to teachers stress effective use of instructional time.
18. This school has a successful discipline policy that ensures orderly, calm, and businesslike behavior.
19. The alignment is high among what the curriculum specifies to teach, what is taught, and what is tested.
20. When guided or independent practice begins, the teacher walks around the room to make sure that students understand what they are supposed to do.
21. Student misbehavior seldom interrupts classroom learning.
22. The administration regularly observes classroom teaching.
23. This school has monitoring procedures that identify students who require additional time or special instruction.
24. Student success and potential are emphasized in this school more than failures and shortcomings.
25. Many students find classroom assignments and homework far too difficult.
26. All deserving students are given rewards, appropriate praise, and recognition.
27. The academic work of students is publicly acknowledged, displayed, and rewarded with the same emphasis as sports.
28. Teachers believe that all of their students can master the essential skills stated in the curriculum.
29. When low achieving students are questioned, teachers provide sufficient wait time to allow them to formulate a response.
30. The administration has strong and precise views about what constitutes good instruction.

Designing Successful Schools
Elementary Staff Survey - Form B

31. In this school there is a strongly held belief that all faculty members can and should continue to grow professionally.
32. Teachers are recognized and rewarded for experimenting with new teaching ideas.
33. When teachers attempt new instructional strategies, they take a risk that their efforts will not be approved.
34. Teachers embrace the concept of accountability to assure the accomplishment of the school's goals.
35. Improvement of thinking skills is a building-wide goal in this school.
36. Staff members are praised and recognized for their instructional improvement efforts in raising student achievement.
37. In this school, even the most experienced teachers continue to acquire new teaching skills that will improve their performance.
38. This school regularly involves parents in the improvement of their children's learning.
39. Teachers cooperatively plan learning activities or instructional units as a regular practice.
40. As a regular practice, teachers talk to one another about the academic work of students for whom they share responsibility.

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41. In this school, the total staff is committed to improving the academic performance of all students.
42. There is a strong sense of community in this school that is felt by staff, students, and parents alike.
43. Teachers generally are unaware of what other teachers are doing in this school.
44. In this school, staff development is a school-wide activity that supports the accomplishment of building-wide goals.
45. Parents are supportive of what is being accomplished in this school.
46. No students are allowed to fall below the level of learning necessary to be successful at the next grade level or subject area.
47. As a regular practice in this school, teachers use cooperative learning instructional techniques where students reach their learning goals only if the other students in the learning group do.
48. In this school, staff reflects on and discusses futuristic needs.
49. Teachers and administrators make sure all students are actively involved in the learning process.
50. Staff members work in teams to compare and contrast the operation of their school with other schools.

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51. Procedures for dealing with administrative detail such as attendance recording, passing in papers, distributing materials, and providing for the physical needs of the students are efficient in terms of use of time.
52. Teachers and administrators in this school have problem-solving and counseling skills that enable them to deal effectively with disruptive behaviors.
53. The community is aware of the instructional skills to be mastered at each level.
54. Teachers are evaluated on their ability to teach the required skills.
55. Assessment data describes the accomplishments of both the students and the schools.
56. Assessment data is useful in showing where changes in instruction are needed by identifying the skills that groups of students have not mastered.
57. In this school, staff recognizes problems and takes the lead in proposing solutions.
58. Staff makes recommendations for changes based on student needs.
59. In this school, societal trends have been examined to review curriculum effectiveness.
60. Students develop thinking and processing skills as well as a solid foundation in the basic skills.

Designing Successful Schools
Elementary Staff Survey - Form B

61. Staff has a description or vision of how this school should look ten years from now.
62. Higher order questions are used with both high and low achieving students.
63. In this school, it is evident that students enjoy learning.
64. At any time during the school day, most students are engaged in the instructional tasks at hand.
65. Most students (90%) achieve a success rate of at least 80% on assignments, quizzes, or tests.
66. On the average day, no more than four to six percent of the students are absent.
67. At the end of each school day or class period, students have a sense of what they have or have not learned or accomplished.
68. Periodically, students are given opportunities to evaluate their own progress.
69. Discouraged students are identified and helped to improve through special academic and personal attention.
70. The opinion of staff members is sought frequently and discussed before decisions are made.

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71. Staff members feel they have autonomy in their pursuit to accomplish the goals of the school.
72. When changes are planned, forces are examined that may threaten their realization.
73. Depth of curriculum, in preference to breadth, is pursued.
74. In this school, students can manage their own learning.
75. Students can communicate effectively using listening, speaking, and writing skills.
76. Students are taught to work collaboratively with peers and adults.
77. In this school, students act with compassion toward others.
78. Students are respectful of authority but can think for themselves and are people of initiative.
79. Teachers and students have the ability to use technology in all areas of the learning process.
80. Staff continually seeks to acquire new knowledge and skills in its respective grade levels and subject areas.

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81. The instructional needs of students are assessed formally.
82. Instructional objectives used in all grades or subject areas have been analyzed to show the steps students use to accomplish the tasks defined in the objectives.
83. Assessment procedures are used for determining student progress on all instructional objectives.
84. Students in my classes are actively involved in learning tasks at least eighty percent of class time.
85. Review is conducted periodically to insure retention of mastered outcomes.
86. Guided practice is a technique used in my classes.
87. Precise feedback is given students frequently.
88. Less constructive feedback is given low achieving students.
89. Feedback used in this school informs the student honestly how he/she responded or performed.
90. Multiple assessment methods are used to monitor student progress.

DESIGNING SUCCESSFUL SCHOOLS
Item Condition Match
Form B

Staff Survey

Condition 5: Learning Climate	2, 3, 18, 26, 27, 52, 63, 69
Condition 6: Parent/Community Involvement	5, 9, 38, 42, 45, 53
Condition 7: Curriculum/Instruction	4, 7, 8, 10, 12, 19, 35, 39, 47, 60, 73, 82, 85, 86, 87
Condition 8: Expectations	24, 25, 28, 29, 41, 46, 49, 62, 88, 89
Condition 9: Instructional Leadership	17, 22, 30, 32, 33, 36, 43, 44, 54
Condition 10: Academic Learning Time	13, 14, 15, 16, 20, 21, 51, 64, 65, 66, 84
Condition 11: Monitoring of Student Progress	6, 11, 23, 40, 55, 56, 67, 68, 81, 83, 90
Condition 12: Empowerment/Professionalism	31, 34, 50, 57, 58, 70, 71
Condition 13: Competency/Self-Renewal	37, 74, 75, 76, 77, 78, 79, 80
Condition 14: Vision	1, 48, 59, 61, 72

DESIGNING SUCCESSFUL SCHOOLS

Elementary Staff Survey

Form C

Staff Survey

The DSS survey is a self-assessment instrument for schools. It is designed to determine strengths and weaknesses, but its purpose does not include making comparisons. The DSS survey is a measure of the perceptions of the school staff about what happens in the school.

It is important that all respondents be perfectly honest in their evaluation of each statement as it relates to their school or classroom. When deciding whether or not an item describes a belief or practice in the school, specific examples should be thought of to validate the response that is made.

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = The ability, practice, or belief is present all or most of the time.
B = The ability, practice, or belief is present frequently.
C = The ability, practice, or belief is present some of the time.
D = The ability, practice, or belief is present infrequently.
E = The ability, practice, or belief is seldom or never present.

Respondents need not identify themselves.

DESIGNING SUCCESSFUL SCHOOLS
Elementary Staff Survey
Form C

1. Teachers and students exhibit a high level of courtesy and mutual respect.
2. School rules and discipline procedures are fairly and consistently enforced so that students believe they are treated equitably.
3. The actions of parents indicate a belief that learning is a partnership endeavor among the school, their children, and themselves.
4. This school involves parents and the community in setting school policies and practices.
5. Instructional objectives and practices are not well coordinated among grade levels and/or subject areas.
6. Classroom observations and feedback to teachers stress effective use of instructional time.
7. This school has a successful discipline policy that ensures orderly, calm, and businesslike behavior.
8. When guided or independent practice begins, the teacher walks around the room to make sure that students understand what they are supposed to do.
9. The administration regularly observes classroom teaching.
10. All deserving students are given rewards, appropriate praise, and recognition.
11. The academic work of students is publicly acknowledged, displayed, and rewarded with the same emphasis as sports.
12. When low achieving students are questioned, teachers provide sufficient wait time to allow them to formulate a response.
13. The administration has strong and precise views about what constitutes good instruction.
14. Teachers are recognized and rewarded for experimenting with new teaching ideas.
15. When teachers attempt new instructional strategies, they take a risk that their efforts will not be approved.
16. Staff members are praised and recognized for their instructional improvement efforts in raising student achievement.
17. This school regularly involves parents in the improvement of their children's learning.
18. There is a strong sense of community in this school that is felt by staff, students, and parents alike.
19. Teachers generally are unaware of what other teachers are doing in this school.
20. In this school, staff development is a school-wide activity that supports the accomplishment of building-wide goals.
21. Parents are supportive of what is being accomplished in this school.
22. Staff members work in teams to compare and contrast the operation of their school with other schools.
23. Teachers and administrators in this school have problem-solving and counseling skills that enable them to deal effectively with disruptive behaviors.
24. The community is aware of the instructional skills to be mastered at each level.
25. Teachers are evaluated on their ability to teach the required skills.
26. In this school, it is evident that students enjoy learning.
27. Most students (90%) achieve a success rate of at least 80% on assignments, quizzes, or tests.
28. On the average day, no more than four to six percent of the students are absent.
29. Discouraged students are identified and helped to improve through special academic and personal attention.
30. Students can communicate effectively using listening, speaking, and writing skills.
31. The instructional needs of students are assessed formally.
32. Guided practice is a technique used in my classes.
33. Precise feedback is given students frequently.

Designing Successful Schools
Item Condition Match
Elementary Staff Survey - Form C

Condition 5: Learning Climate	1, 2, 7, 10, 11, 23, 26, 29
Condition 6: Parent/Community Involvement	3, 4, 17, 18, 21, 24
Condition 7: Curriculum/Instruction	5, 32, 33
Condition 8: Expectations	12
Condition 9: Instructional Leadership	6, 9, 13, 14, 15, 16, 19, 20, 25
Condition 10: Academic Learning Time	8, 27, 28
Condition 11: Monitoring of Student Progress	31
Condition 12: Empowerment/Professionalism	22
Condition 13: Competency/Self-Renewal	30

DESIGNING SUCCESSFUL SCHOOLS

Secondary Staff Survey

Form D

Staff Survey

The DSS survey is a self-assessment instrument for schools. It is designed to determine strengths and weaknesses, but its purpose does not include making comparisons. The DSS survey is a measure of the perceptions of the school staff about what happens in the school.

It is important that all respondents be perfectly honest in their evaluation of each statement as it relates to their school or classroom. When deciding whether or not an item describes a belief or practice in the school, specific examples should be thought of to validate the response that is made.

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = The ability, practice, or belief is present all or most of the time.
B = The ability, practice, or belief is present frequently.
C = The ability, practice, or belief is present some of the time.
D = The ability, practice, or belief is present infrequently.
E = The ability, practice, or belief is seldom or never present.

DESIGNING SUCCESSFUL SCHOOLS

Secondary Staff Survey - Form D

1. Tracking and grouping of students by ability is avoided.
2. In this school, staff study groups are used to review educational trends or to examine promising practices.
3. School rules and discipline procedures are fairly and consistently enforced so that students believe they are treated equitably.
4. Low socioeconomic status parents feel welcome in this school.
5. The actions of parents indicate a belief that learning is a partnership endeavor among the school, their children, and themselves.
6. Each student's standardized test results, including objectives mastered, are given to teachers annually.
7. The staff uses agreed upon instructional objectives for each grade level and subject area to guide instruction.
8. This school involves parents and the community in setting school policies and practices.
9. Instructional objectives and practices are not well coordinated among grade levels and/or subject areas.
10. Assessment results are analyzed by race, gender, and socioeconomic status to ensure that no group of students is being discriminated against.

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11. Instructional programs are evaluated and changed to become more effective.
12. Students are on time to class.
13. Teachers have clear procedures for managing day-to-day classroom routines.
14. On the first day of class, teachers spend time teaching the rules, regulations, and other operating procedures used in classroom management.
15. This school has a successful discipline policy that ensures orderly, calm, and businesslike behavior.
16. Student misbehavior seldom interrupts classroom learning.
17. The administration regularly observes classroom teaching.
18. Many students find classroom assignments and homework far too difficult.
19. All deserving students are given rewards, appropriate praise, and recognition.
20. When low achieving students are questioned, teachers provide sufficient wait time to allow them to formulate a response.

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21. Teachers are recognized and rewarded for experimenting with new teaching ideas.
22. When teachers attempt new instructional strategies, they take a risk that their efforts will not be approved.
23. Teachers embrace the concept of accountability to assure the accomplishment of the school's goals.
24. In this school, even the most experienced teachers continue to acquire new teaching skills that will improve their performance.
25. This school regularly involves parents in the improvement of their children's learning.
26. As a regular instructional improvement practice, teachers visit each other's classrooms to observe teaching strategies.
27. As a regular practice, teachers talk to one another about the academic work of students for whom they share responsibility.
28. In this school, the total staff is committed to improving the academic performance of all students.
29. School rules and procedures are openly discussed and reviewed on a regular basis by all staff.
30. There is a strong sense of community in this school that is felt by staff, students, and parents alike.

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Designing Successful Schools
Secondary Staff Survey - Form D

31. Teachers generally are unaware of what other teachers are doing in this school.
32. Parents are supportive of what is being accomplished in this school.
33. No students are allowed to fall below the level of learning necessary to be successful at the next grade level or subject area.
34. Staff members work in pairs or small groups to study children or their developmental/behavioral characteristics.
35. As a regular practice in this school, teachers use cooperative learning instructional techniques where students reach their learning goals only if the other students in the learning group do.
36. Teachers and administrators make sure all students are actively involved in the learning process.
37. The community is aware of the instructional skills to be mastered at each level.
38. Near the end of the year, the staff works together to develop or update an action plan for improving instruction.
39. In this school, societal trends have been examined to review curriculum effectiveness.
40. Students develop thinking and processing skills as well as a solid foundation in the basic skills.

41. Staff has a description or vision of how this school should look ten years from now.
42. In this school, it is evident that students enjoy learning.
43. Most students (90%) achieve a success rate of at least 80% on assignments, quizzes, or tests.
44. On the average day, no more than four to six percent of the students are absent.
45. At the end of each school day or class period, students have a sense of what they have or have not learned or accomplished.
46. Periodically, students are given opportunities to evaluate their own progress.
47. The opinion of staff members is sought frequently and discussed before decisions are made.
48. When changes are planned, forces are examined that may threaten their realization.
49. Depth of curriculum, in preference to breadth, is pursued.
50. In this school, students can manage their own learning.

51. Students can communicate effectively using listening, speaking, and writing skills.
52. Students are taught to work collaboratively with peers and adults.
53. Students are respectful of authority but can think for themselves and are people of initiative.
54. Teachers and students have the ability to use technology in all areas of the learning process.
55. Staff continually seeks to acquire new knowledge and skills in its respective grade levels and subject areas.
56. In this school, staff conducts classroom research to evaluate new programs and practices.
57. Motivation techniques are identified and used.
58. Review is conducted periodically to insure retention of mastered outcomes.
59. Less constructive feedback is given low achieving students.

DESIGNING SUCCESSFUL SCHOOLS
Item Condition Match
Secondary Staff Survey

Form D

Condition 5: Learning Climate	3, 15, 19, 29, 42
Condition 6: Parent/Community Involvement	4, 5, 8, 25, 30, 32, 37
Condition 7: Curriculum/Instruction	7, 9, 11, 26, 35, 40, 49, 57, 58
Condition 8: Expectations	1, 18, 20, 28, 33, 36, 59
Condition 9: Instructional Leadership	17, 21, 22, 31, 38
Condition 10: Academic Learning Time	12, 13, 14, 16, 43, 44
Condition 11: Monitoring of Student Progress	6, 10, 27, 45, 46
Condition 12: Empowerment/Professionalism	23, 34, 47
Condition 13: Competency/Self-Renewal	24, 50, 51, 52, 53, 54, 55, 56
Condition 14: Vision	2, 39, 41, 48

DESIGNING SUCCESSFUL SCHOOLS

Elementary Student Survey

The DSS Student Survey is designed to determine the feelings of students in regards to the conditions identified for successful schools.

It is important that all statements be responded to honestly.

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = Yes. The statement is true.
B = No. The statement is not true.
C = Uncertain. The statement describes something that is unclear or something about which you do not know.

Do not identify yourself.

DESIGNING SUCCESSFUL SCHOOLS

Elementary Student Survey

1. Our school rules are fair.
2. My teacher(s) talks to me every day.
3. I like the other students in my school.
4. I like to read out loud in class.
5. The other students in my class like me.
6. I like the teacher to ask me questions in class about our studies.
7. I follow school rules.
8. I like most of the things I study in school.
9. I like to talk to my teacher(s).
10. I come to school except when I am sick.

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11. I like reading.
12. I like math.
13. I am a good reader.
14. I like to tell my friends about things I have done.
15. Most of my friends follow school rules.
16. I have many friends in school.
17. I can do most of my schoolwork by myself.
18. My principal likes me.
19. My parents think my school is O.K.
20. I do most of my schoolwork well.

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21. I understand my schoolwork most of the time.
22. If I have trouble with my schoolwork, I can get help from the teacher.
23. I like to do schoolwork at home.
24. My teacher(s) likes me.
25. I like to talk to the principal.
26. If I get a poor grade, it's usually because I did not study hard enough.
27. My school is up-to-date.
28. I know I can do my schoolwork well.
29. My teachers think I am a good student.
30. During class, I participate most of the time in the learning activities.

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31. I know when I need to work harder on a subject.
32. My parents come to school regularly.
33. I am teased at school.
34. At school, my things get stolen.
35. I do not get very many detentions.
36. At school I am often afraid.
37. At school, people are often angry at me.
38. I am seldom nervous at school.
39. My parents want me to do well in school.
40. My teachers expect me to complete my schoolwork.

Designing Successful Schools
Elementary Student Survey

41. I know how to use a dictionary to help me learn.
42. I know how to find materials in the library to help me write a report.
43. I know how to use a computer.
44. If I have a hard decision to make, I usually know the steps to follow to find the answer.
45. When we have free time, I like to visit with other students.
46. In class, I am called on at least once each day to give answers and ideas.
47. My principal visits our classroom regularly.
48. My principal can teach my class.
49. My principal takes part in our school activities.
50. I know how well I am doing in each subject.

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51. If I need help in schoolwork, I know where to go and what to do.
52. I know what I would like to do after I finish school.
53. I often set goals for myself.
54. I have control over my actions.
55. I can say "no" to keep out of trouble.
56. I have control over what happens to me in school.
57. I complete my homework assignments at home.
58. Teachers let me know if my answers are right.
59. I complete my schoolwork on time.
60. I am prepared for class.

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61. If my answers are incorrect, the teacher explains why.
62. If I am called on in class and do not have an answer immediately, the teacher waits for me to think.
63. I can make decisions.

DESIGNING SUCCESSFUL SCHOOLS
Item Condition Match
Elementary Student Survey

Condition 2: Social Success	5, 9, 14, 16, 33, 34, 37, 45
Condition 3: Self-Esteem As a Learner	6, 13, 17, 21, 26, 28, 63
Condition 4: Learning to Learn Skills	4, 11, 12, 41, 42, 43, 44
Condition 5: Learning Climate	1, 2, 3, 7, 8, 15, 18, 24, 25, 35, 36, 38
Condition 6: Parent/Community Involvement	19, 23, 32, 39, 57
Condition 8: Expectations	22, 29, 40, 46, 58, 61, 62
Condition 9: Instructional Leadership	27, 47, 48, 49
Condition 10: Academic Learning Time	10, 30, 59, 60
Condition 11: Monitoring Student Progress	20, 31, 50, 51
Condition 12: Empowerment/Professionalism	52, 53, 54, 55, 56

DESIGNING SUCCESSFUL SCHOOLS

Secondary Student Survey

The DSS Student Survey is designed to determine the feelings of students in regards to the conditions identified for successful schools.

It is important that all statements be responded to honestly.

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = Yes. The statement is true.
B = No. The statement is not true.
C = Uncertain. The statement describes something that is unclear or something about which you do not know.

Do not identify yourself.

DESIGNING SUCCESSFUL SCHOOLS

Secondary Student Survey

1. The school rules are fair.
2. The teacher(s) speak to me when they see me.
3. I like to participate in class discussion.
4. Other students like me.
5. I like to be called on in class.
6. I follow school rules.
7. I like to visit with the adults in the school.
8. I am seldom absent from school.
9. The school informs my parents how I do on tests and class assignments.
10. I like most of my school subjects.

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11. I am a good reader.
12. Most of my friends follow school rules.
13. I have many friends in school.
14. I can do most of my schoolwork on my own.
15. Students at my school are provided leadership opportunities.
16. I do most of my schoolwork well.
17. I understand my school assignments most of the time.
18. Students respect the staff.
19. Teachers respect the students.
20. I see the administrators and counselors around the school.

---

21. If I get a poor grade, it's usually because I didn't study.
22. The school is attractive and clean.
23. The school helps the students prepare for important tests.
24. The teachers think I am a good student.
25. During class, I participate most of the time.
26. I know when I need to work harder on a subject.
27. My parents come to school regularly.
28. I am often teased at school.
29. My things get stolen at school.
30. I do not get very many referrals to the office.

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31. The school is a safe place.
32. People are often angry at me.
33. I am seldom nervous at school.
34. My parents want me to do well in school.
35. My teachers expect me to complete my assignments.
36. My parents or guardians feel they can contact my teachers.
37. I know how to find materials and research related to a topic.
38. I know how to use a computer.
39. If I have a hard decision to make, I usually know the steps to follow to find the answer.
40. The principal is respected by the students.

Designing Successful Schools
Secondary Student Survey

41. In class, I am called on regularly to give answers and ideas.
42. The principal or other administrators visit classrooms regularly.
43. Teachers tell me what I am expected to learn.
44. Teachers make classes interesting.
45. Administrators and teachers take part in the school activities.
46. I know how well I am doing in each subject.
47. If I need help in schoolwork, I know where to go and what to do.
48. I know what I would like to do after I finish school.
49. I often set goals for myself.
50. I have control over my actions.

51. I can say "no" to keep out of trouble.
52. The school encourages students to stay in school and finish their education.
53. My parents make sure that I complete my homework assignments at home.
54. Teachers let me know if my answers are appropriate.
55. I complete my assignments on time.
56. I am prepared for class each day.
57. If my answers are incorrect, the teacher explains why.
58. If I am called on in class and do not have an answer immediately, the teacher allows time for me to think.
59. Discipline at this school is fair.
60. The school prepares students for the future.

61. The school recognizes outstanding student achievement.
62. The principal/administrator is available for student conferences.
63. The teachers help me learn things that will help me later in my life.

DESIGNING SUCCESSFUL SCHOOLS
Item Condition Match

Secondary Student Survey

Condition 2: Social Success	4, 7, 13, 28, 29, 32
Condition 3: Self-Esteem As a Learner	5, 10, 11, 14, 17, 21
Condition 4: Learning to Learn Skills	3, 37, 38, 39
Condition 5: Learning Climate	1, 2, 6, 12, 18, 19, 22, 31, 33, 59
Condition 6: Parent/Community Involvement	27, 34, 36, 53
Condition 7: Curriculum and Instruction	43, 44, 57, 60, 63
Condition 8: Expectations	24, 35, 41, 52, 54, 58
Condition 9: Instructional Leadership	20, 40, 42, 45, 62
Condition 10: Academic Learning Time	8, 25, 30, 55, 56
Condition 11: Monitoring Student Progress	9, 16, 23, 26, 46, 47, 61
Condition 12: Empowerment/Professionalism	15, 48, 49, 50, 51

DESIGNING SUCCESSFUL SCHOOLS

Parent/Community Survey

The Designing Successful Schools Parent Survey is designed to determine strengths and weaknesses of the schools. It is a measure of the perceptions of the parent/community about what happens in the school.

It is important that all respondents be perfectly honest in their evaluation of each statement as it relates to their school at this time. When deciding whether or not an item describes a belief or practice in the school, specific examples should be thought of to validate the response that is made.

Directions for Respondents

Please use the separate answer sheet to mark responses. Respond to each statement as follows:

A = Strongly agree with the statement.
B = Agree with the statement.
C = Uncertain about the statement.
D = Disagree with the statement.
E = Strongly disagree with the statement.

Respondents need not identify themselves.

DESIGNING SUCCESSFUL SCHOOLS

Parent/Community Survey

1. The school has long range plans for improvement.
2. Staff continually seeks new knowledge and skills.
3. Parents are contacted when students are absent or tardy.
4. The principal keeps parents informed about what is being taught.
5. The staff contacts parents regularly to discuss progress of students.
6. The staff responds promptly to my concerns.
7. Learning time is a high priority in the school.
8. My child enjoys going to school.
9. My child feels good about himself/herself in relationship to success in school.
10. The students in this school are confident learners.

11. Staff morale is high at this school.
12. The principal is accessible to parents.
13. Regular student attendance is recognized and rewarded.
14. Teachers at this school believe that students can learn.
15. My child knows how to study.
16. Student attendance is a high priority in this school.
17. My child knows how to find the information needed to complete his/her school assignments.
18. Students have a part in formulating school/class rules and regulations.
19. Classroom instruction time is not often interrupted.
20. The school is a safe place for students and staff.

21. I am treated with courtesy/respect when visiting the school.
22. The school provides written information regarding the code of conduct and other important information.
23. My child has a positive attitude toward the instructional program.
24. I actively participate in school programs and projects.
25. My child's school is up-to-date.
26. The school staff seems to want input from parents.
27. Parents are asked to help the school with planning and decision making.
28. Teachers show respect for the students.
29. Make-up work is expected when students are absent.
30. School staff is open to parent suggestions.

31. My child is given clear directions for his/her assignments.
32. A sense of order is evident in this school.
33. The school assigns homework.
34. The school provides appropriate instructional resources for learning.
35. My child recognizes social or academic problems that confront him/her.
36. The school provides me with ways to help my child learn.
37. The people who work at the school display a team effort.
38. Teachers provide parents with specific ways to help their children with homework.
39. Staff shows pride in the school.
40. Teachers send student work home for parent comments.

Designing Successful Schools
Parent/Community Survey

41. Staff is expected to improve the learning of all students.
42. Students are well behaved at this school.
43. Parents are expected to support the efforts of the school staff in regards to the learning of students.
44. The principal holds frequent discussions with parents regarding curriculum, instruction, and student achievement.
45. Teachers make it convenient to have a conference with parents.
46. The principal uses instructional issues/concerns for discussion purposes with parents.
47. Study skills are taught to the students.
48. In this school, students are in their classrooms and ready to work when class begins.
49. The staff motivates students to learn.
50. I have visited my child's school at least twice in the past year.

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51. Teachers use various methods to communicate with me about my child's progress.
52. The school staff informs me about my child's performance on standardized tests.
53. I understand the grading system.
54. The school keeps me informed about what my child is to learn.
55. Staff is open and honest with parents and students.
56. The school is clean and well maintained.
57. The school staff helps the students with their personal problems.
58. The school staff keeps current in teaching strategies/techniques.
59. The school mission is evident in program planning.
60. Teachers expect my child to work hard.

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61. I feel welcome when I visit my child's school.
62. The staff communicates the mission of the school to parents.
63. My child respects the school staff.
64. The school is student centered.
65. The principal provides quality instructional programs.
66. My child has friends at school.

DESIGNING SUCCESSFUL SCHOOLS
Item Condition Match

Parent/Community Survey

Condition 1: Attendance	3, 13, 16, 29
Condition 2: Social Success	8, 57, 63, 66
Condition 3: Self-Esteem As a Learner	9, 10, 35
Condition 4: Learning to Learn Skills	15, 17, 47
Condition 5: Learning Climate	18, 20, 22, 28, 32, 42, 49, 56, 64
Condition 6: Parent/Community Involvement	6, 12, 24, 26, 27, 30, 50
Condition 7: Curriculum and Instruction	31, 33, 34, 36, 38, 40, 54
Condition 8: Expectations	14, 41, 43, 60
Condition 9: Instructional Leadership	4, 23, 44, 46, 65
Condition 10: Academic Learning Time	7, 19, 48
Condition 11: Monitoring Student Progress	5, 51, 52, 53
Condition 12: Empowerment/Professionalism	11, 21, 37, 45, 55, 61
Condition 13: Competency/Self-Renewal	2, 39, 58
Condition 14: Vision	1, 25, 59, 62

NORMS TABLES

Table 1

Elementary Staff Survey - Form A

Condition 5: Learning Climate

3.	70.6	32.	83.5	80.	75.1
4.	75.4	49.	72.2	86.	78.3
23.	71.6	60.	74.3		
31.	83.8	64.	64.8	Total	75.0

Condition 6: Parent/Community Involvement

5.	85.0	44.	71.0	66.	65.9
7.	62.4	50.	68.7		
11.	67.6	55.	69.3	Total	70.0

Condition 7: Curriculum/Instruction

6.	79.1	45.	64.6	101.	74.6
9.	88.2	46.	28.3	104.	87.3
10.	78.6	53.	51.8	105.	86.5
12.	75.0	58.	55.8	106.	91.4
15.	76.4	65.	66.0	107.	88.4
24.	79.4	77.	74.0		
41.	75.0	90.	64.9	Total	72.9

Condition 8: Expectations

1.	61.0	48.	87.3	109.	85.2
29.	80.6	56.	50.9	110.	80.8
30.	63.2	61.	82.8		
33.	69.3	79.	74.1		
34.	81.2	108.	88.5	Total	75.4

Condition 9: Instructional Leadership

22.	82.3	42.	64.6	72.	56.5
27.	71.8	51.	54.1	73.	59.6
35.	81.7	52.	72.1	111.	78.1
37.	61.9	54.	56.0		
39.	60.2	67.	78.0	Total	67.5

Condition 10: Academic Learning Time

16.	76.1	25.	86.6	83.	79.2
17.	56.6	26.	56.0	103.	89.6
18.	77.8	63.	80.3		
20.	90.1	81.	84.0		
21.	96.7	82.	63.6	Total	78.1

Condition 11: Monitoring of Student Progress

8.	95.9	47.	79.8	85.	70.2
13.	79.8	68.	54.0	100.	80.0
14.	64.3	69.	70.2	102.	79.6
19.	54.1	70.	75.9	112.	80.9
28.	76.6	84.	75.7	Total	74.1

Condition 12: Empowerment/Professionalism

36.	87.1	62.	36.0	87.	65.2
38.	46.4	71.	66.6	88.	67.8
40.	76.7	74.	71.3		
57.	53.1	75.	77.7	Total	64.8

Condition 13: Competency/Self-Renewal

43.	79.8	94.	61.4	98.	54.4
91.	49.6	95.	60.6	99.	59.8
92.	66.3	96.	70.2		
93.	76.4	97.	81.0	Total	66.0

Condition 14: Vision

2.	56.3	76.	60.3	89.	61.5
59.	63.8	78.	46.6	Total	57.7

Table 2
Elementary Staff Survey - Form B

Condition 5: Learning Climate

2.	70.6	26.	83.8	63.	75.1
3.	75.4	27.	83.5	69.	78.3
18.	71.6	52.	64.8	Total	75.4

Condition 6: Parent/Community Involvement

5.	62.4	38.	71.0	45.	69.3
9.	67.6	42.	68.7	53.	65.9
				Total	67.5

Condition 7: Curriculum/Instruction

4.	79.1	19.	79.4	73.	64.9
7.	88.2	35.	75.0	82.	74.6
8.	78.6	39.	64.6	85.	86.5
10.	75.0	47.	55.8	86.	91.4
12.	76.4	60.	74.0	87.	88.4
				Total	76.8

Condition 8: Expectations

24.	80.6	41.	87.3	88.	85.2
25.	63.2	46.	50.9	89.	80.8
28.	69.3	49.	82.8		
29.	81.2	62.	74.1	Total	75.5

Condition 9: Instructional Leadership

17.	82.3	32.	61.9	43.	54.1
22.	71.8	33.	60.2	44.	72.1
30.	81.7	36.	64.6	54.	78.0
				Total	69.6

Condition 10: Academic Learning Time

13.	76.1	20.	86.6	65.	63.6
14.	56.6	21.	56.0	66.	79.2
15.	90.1	51.	80.3	84.	89.6
16.	96.7	64.	84.0	Total	78.1

Condition 11: Monitoring of Student Progress

6.	95.9	55.	70.2	81.	80.0
11.	79.8	56.	75.9	83.	79.6
23.	76.6	67.	75.7	90.	80.9
40.	79.8	68.	70.2	Total	78.6

Condition 12: Empowerment/Professionalism

31.	87.1	57.	71.3	71.	67.8
34.	76.7	58.	77.7		
50.	36.0	70.	65.2		
				Total	68.8

Condition 13: Competency/Self-Renewal

37.	79.8	76.	76.4	79.	70.2
74.	49.6	77.	61.4	80.	81.0
75.	66.3	78.	60.6	Total	68.2

Condition 14: Vision

1.	56.3	59.	60.3	72.	61.5
48.	63.8	61.	46.6	Total	57.7

Table 3
Elementary Staff Survey - Form C

Condition 5: Learning Climate

1.	70.6	10.	83.8	26.	75.1
2.	75.4	11.	83.5	29.	78.3
7.	71.6	23.	64.8	Total	75.4

Condition 6: Parent/Community Involvement

3.	62.4	17.	71.0	21.	69.3
4.	67.6	18.	68.7	24.	65.9
				Total	67.5

Condition 7: Curriculum/Instruction

5.	75.0	32.	91.4	33.	88.4
				Total	84.9

Condition 8: Expectations

12.	81.2

Condition 9: Instructional Leadership

6.	82.3	14.	61.9	19.	54.1
9.	71.8	15.	60.2	20.	72.1
13.	81.7	16.	64.6	25.	78.0
				Total	69.6

Condition 10: Academic Learning Time

8.	86.6	27.	63.6	28.	79.2
				Total	76.5

Condition 11: Monitoring of Student Progress

31.	80.0

Condition 12: Empowerment/Professionalism

22.	36.0

Condition 13: Competency/Self-Renewal

30.	66.3

Condition 14: Vision

No Items

Table 4
Elementary Staff Survey - Form D

Condition 5: Learning Climate

3.	59.7	19.	69.4	42.	53.5
15.	59.1	29.	54.7	Total	59.3

Condition 6: Parent/Community Involvement

4.	73.7	25.	61.0	37.	45.3
5.	56.0	30.	57.1		
8.	62.7	32.	65.3	Total	60.2

Condition 7: Curriculum/Instruction

7.	73.7	26.	26.5	49.	55.2
9.	58.0	35.	44.4	57.	71.8
11.	67.3	40.	61.9	58.	75.5
				Total	59.4

Condition 8: Expectations

1.	50.1	28.	73.8	59.	74.2
18.	55.6	33.	40.0		
20.	69.8	36.	68.1	Total	61.7

Condition 9: Instructional Leadership

17.	63.6	22.	50.2	38.	50.8
21.	52.9	31.	45.3	Total	52.6

Condition 10: Academic Learning Time

12.	56.5	14.	88.9	43.	45.1
13.	80.3	16.	53.0	44.	55.4
				Total	63.2

Condition 11: Monitoring of Student Progress

6.	52.6	27.	64.9	46.	59.7
10.	50.0	45.	60.1	Total	57.5

Condition 12: Empowerment/Professionalism

23.	66.0	34.	33.6	47.	47.8
				Total	49.1

Condition 13: Competency/Self-Renewal

24.	67.2	52.	63.5	55.	69.3
50.	41.3	53.	50.6	56.	47.2
51.	56.3	54.	52.2	Total	56.0

Condition 14: Vision

2.	48.0	41.	47.2		
39.	49.8	48.	53.9	Total	49.7

Table 5
Elementary Student Survey

Condition 2: Social Success

5.	70.5	16.	82.8	37.	76.3
9.	73.9	33.	59.2	45.	85.5
14.	71.9	34.	63.4	Total	72.9

Condition 3: Self-Esteem as a Learner

6.	56.4	17.	90.1	28.	89.5
8.	72.5	21.	88.3	63.	91.6
13.	75.6	26.	73.9	Total	79.7

Condition 4: Learning to Learn Skills

4.	49.1	41.	94.9	44.	79.8
11.	72.9	42.	85.9		
12.	72.3	43.	92.8	Total	78.2

Condition 5: Learning Climate

1.	71.1	15.	71.1	35.	68.5
2.	74.3	18.	72.0	36.	81.9
3.	79.5	24.	78.1	38.	53.4
7.	81.0	25.	55.9	Total	71.5

Condition 6: Parent/Community Involvement

19.	84.4	32.	40.9	57.	67.9
23.	33.4	39.	97.6	Total	64.8

Condition 8: Expectations

22.	87.3	46.	77.8	62.	73.0
29.	73.5	58.	79.9		
40.	96.0	61.	78.6	Total	80.9

Condition 9: Instructional Leadership

27.	70.7	48.	56.6		
47.	52.4	49.	73.1	Total	63.2

Condition 10: Academic Learning Time

10.	85.6	59.	75.3		
30.	83.6	60.	86.4	Total	82.7

Condition 11: Monitoring of Student Progress

20.	85.7	50.	71.8		
31.	90.5	51.	90.1	Total	84.5

Condition 12: Empowerment/Professionalism

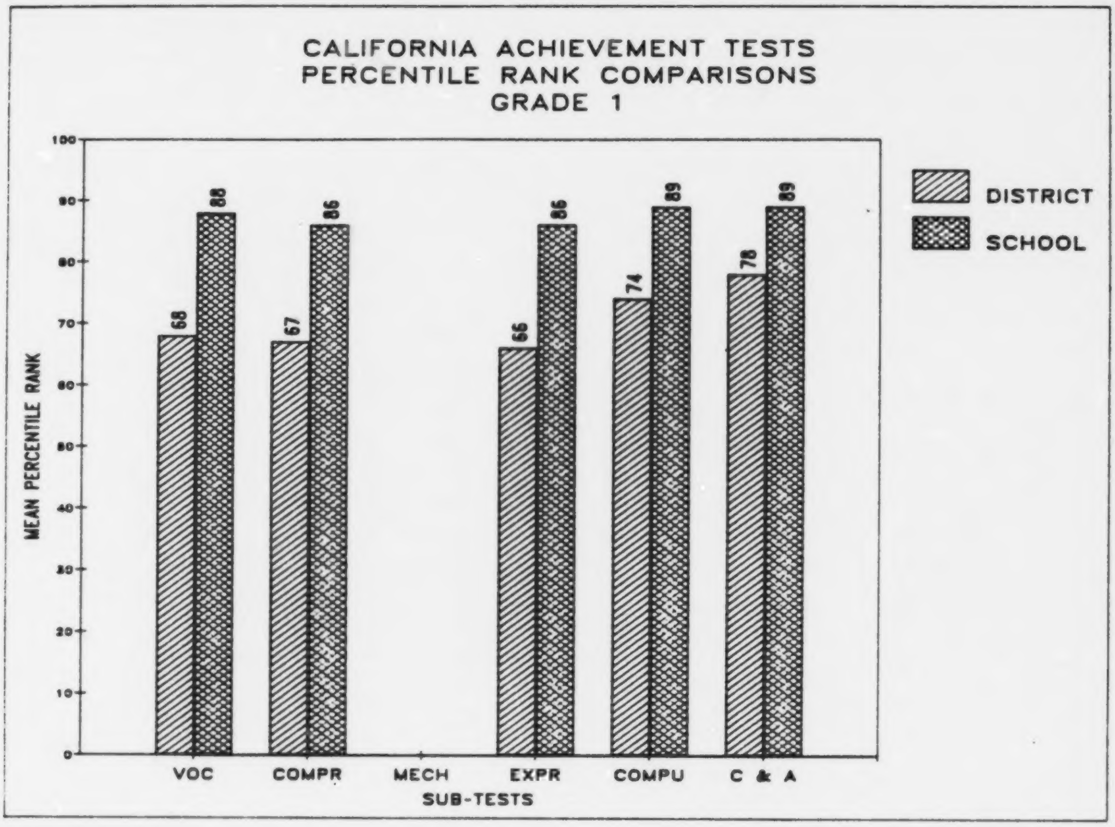
52.	83.8	54.	82.2	56.	79.5
53.	75.8	55.	87.8	Total	81.8

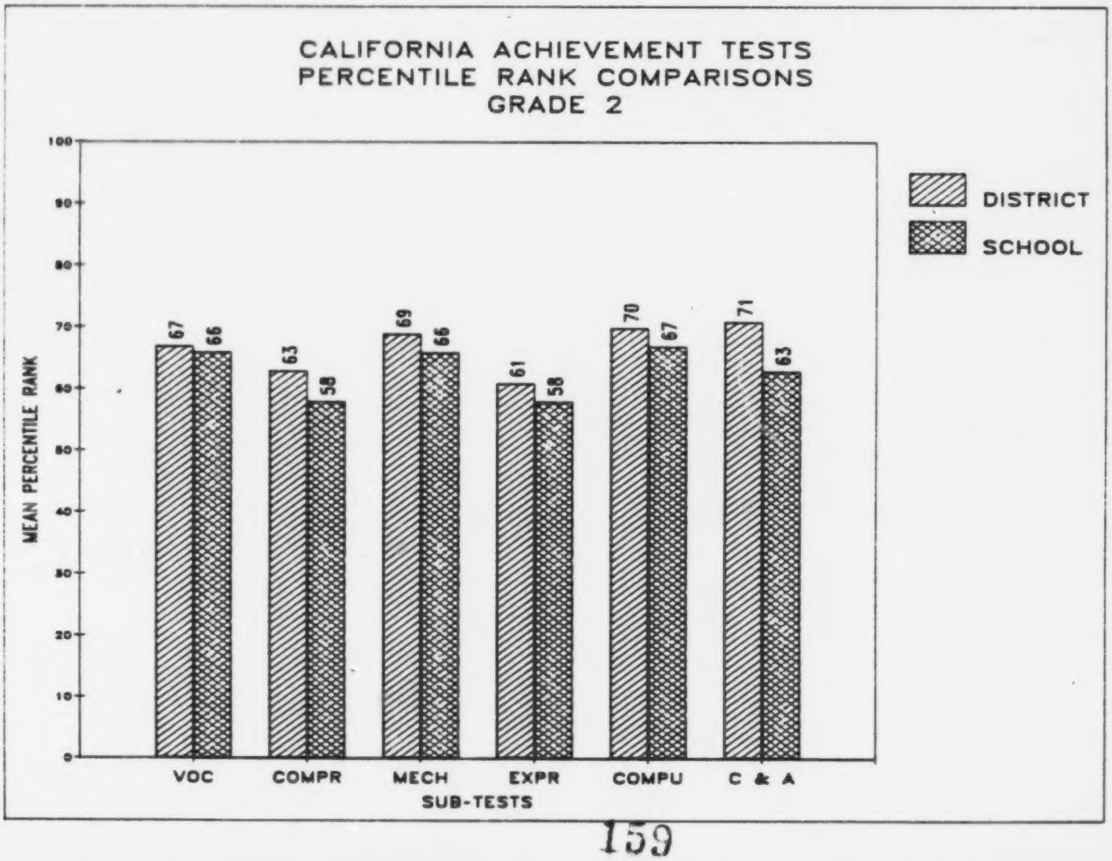
Appendix C

Appendix C contains sample charts on CAT tests results for grades 1 to 6. and instructional objectives.

Instructional Objectives

Objective Number	Sub-Test	Statement
32	Comprehension	Passage Detail
35	Comprehension	Character Analysis
36	Comprehension	Central Thought
37	Comprehension	Interpreting Events
44	Mechanics	Capitalization/Beginning Words, Titles
45	Mechanics	Punctuation/Period, Question Mark, Exclamation Point
46	Mechanics	Punctuation/comma, Colon, Semi-colon, Quotation Marks
50	Expression	Usage/Verbs
51	Expression	Usage/Adjectives, Adverbs
53	Expression	Sentence Patterns
60	Computation	Addition of Decimals
62	Computation	Subtraction of Whole Numbers
63	Computation	Subtraction of Decimals
65	Computation	Multiplication of Whole Numbers
66	Computation	Multiplication of Decimals
67	Computation	Multiplication of Fractions
68	Computation	Division of Whole Numbers
70	Computation	Division of Fractions
73	Concepts	Numerations
75	Concepts	Number Theory
76	Concepts	Problem Solving
77	Concepts	Measurement
78	Concepts	Geometry


CALIFORNIA ACHIEVEMENT TESTS
PERCENTILE RANK COMPARISONS
GRADE 1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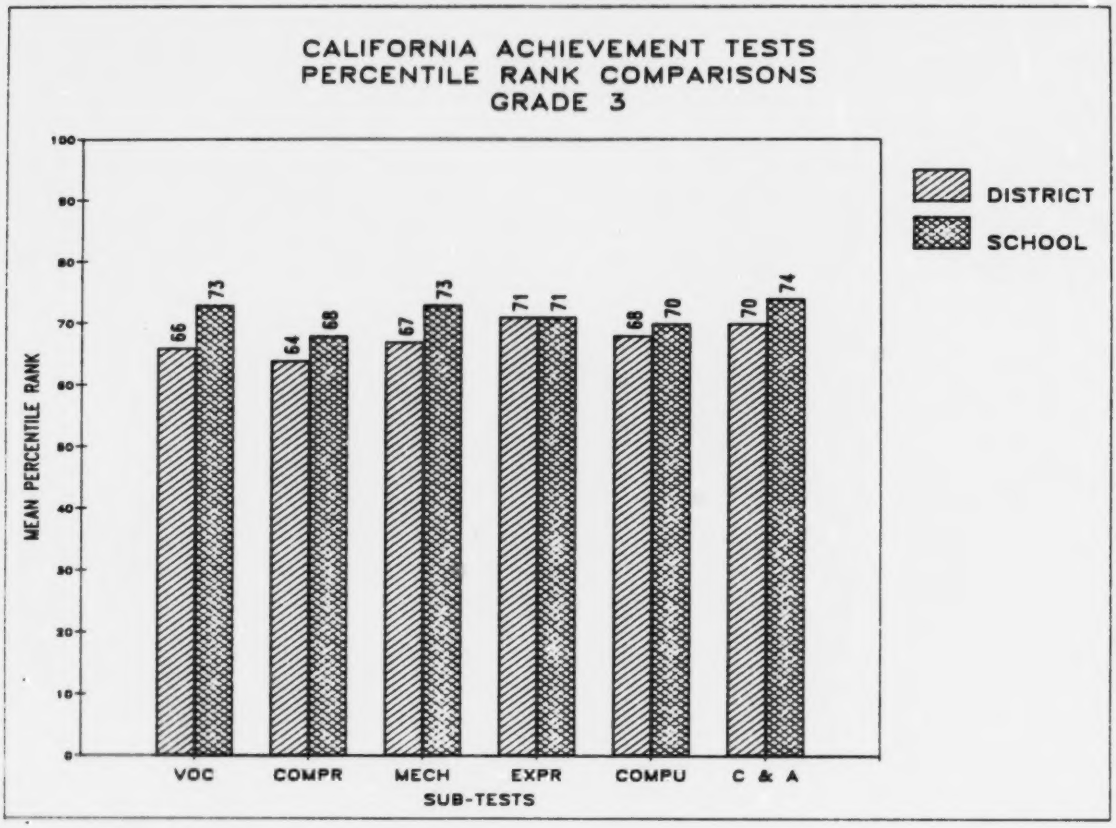
PERCENTILE RANK COMPARISONS
GRADE 2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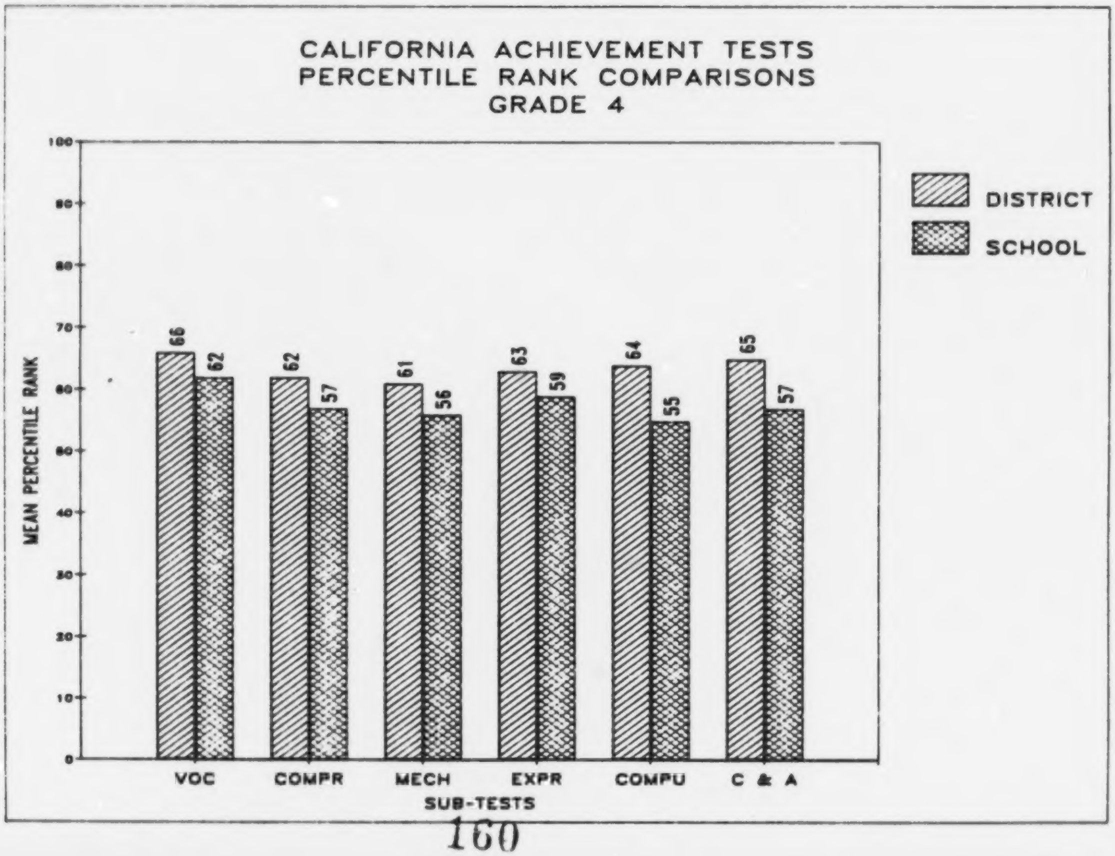
PERCENTILE RANK COMPARISONS
GRADE 3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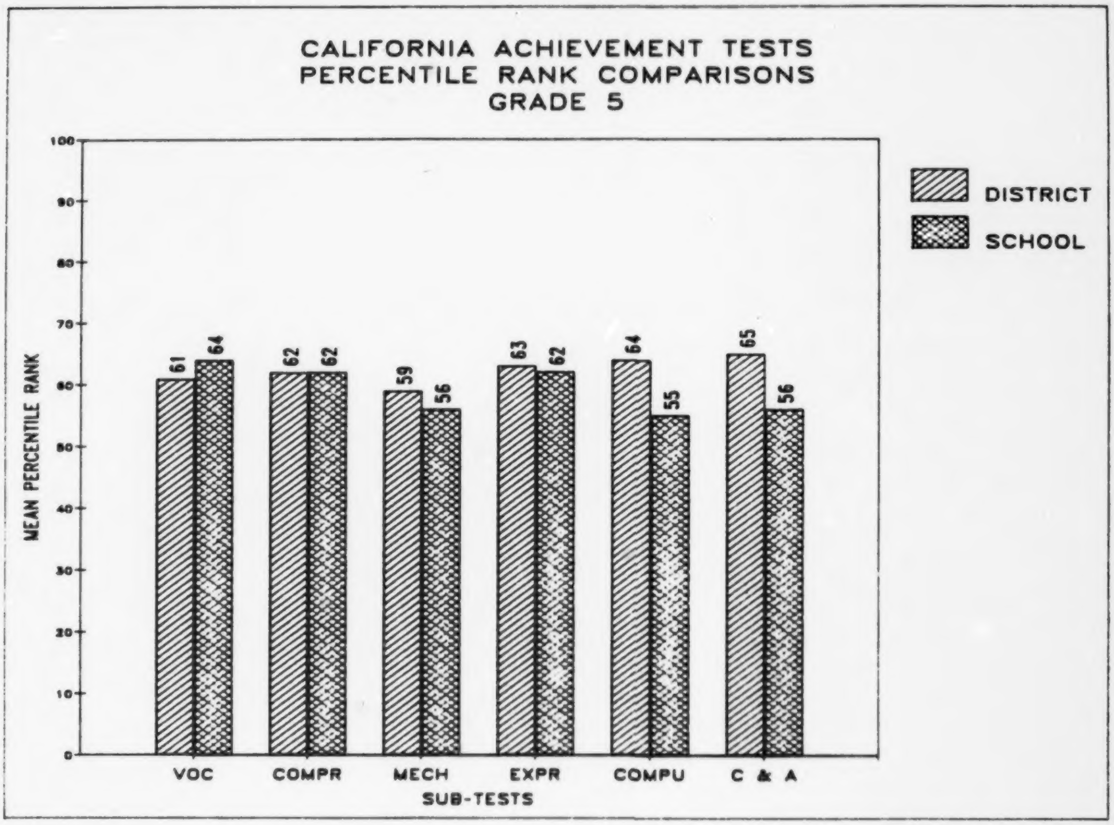
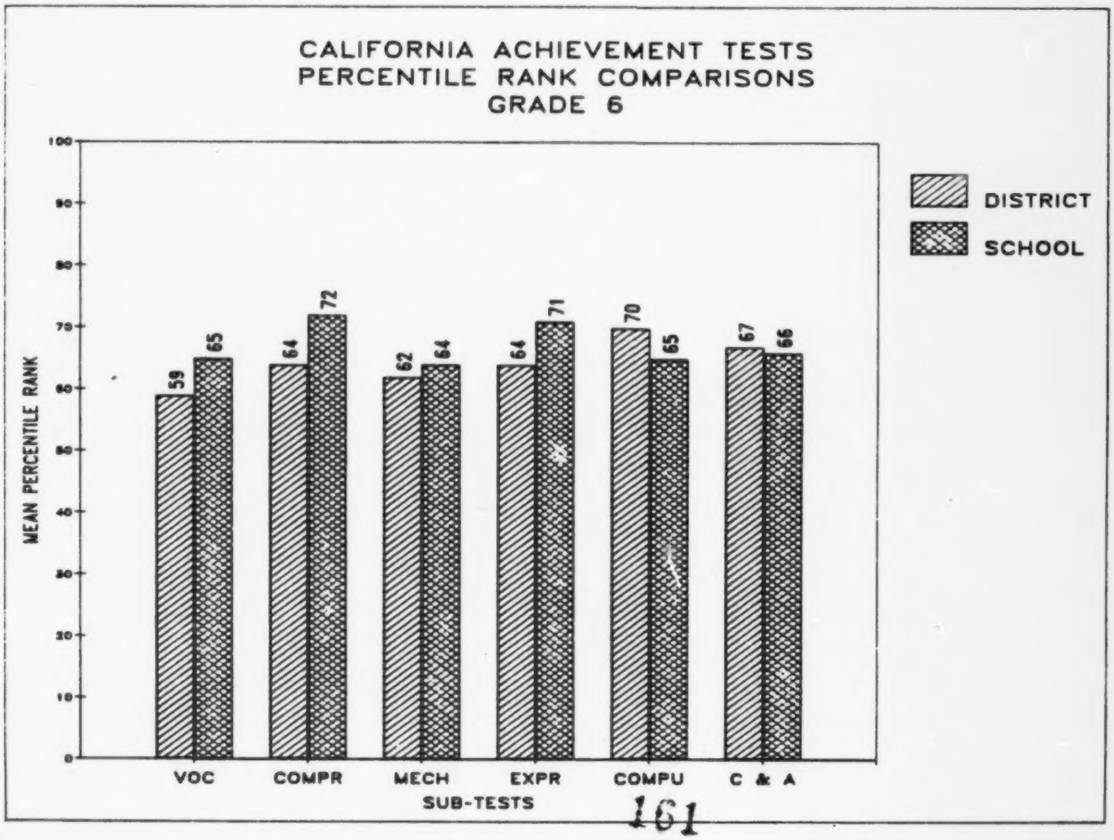
PERCENTILE RANK COMPARISONS
GRADE 4



CALIFORNIA ACHIEVEMENT TESTS
PERCENTILE RANK COMPARISONS
GRADE 5



CALIFORNIA ACHIEVEMENT TESTS
PERCENTILE RANK COMPARISONS
GRADE 6

Appendix D

Appendix D contains the following blank forms:

1. Reporting Forms to Record Results of Designing Successful Schools Staff Surveys.

   These forms organize item results and total scores for each condition. If printouts are available, it is not necessary to use these forms. Reporting forms are included for Survey Forms A, B, C, and D, Elementary and Secondary Student Surveys, and the Parent/Community Survey.

2. Analysis of Test Results.

This form aids in determining general strengths.

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS
Elementary Staff Survey
Form A

Designing Successful Schools item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked E (Seldom or Never) on a positively worded item or all marked A (All or Most of the Time) to a negatively worded item. A score of 100 means all respondents marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) on a negatively worded item. A score of 50 could mean that half of the participants marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) to a negatively worded item, and half of the respondents marked E (Seldom or Never) to a positively worded item or A (All or Most of the Time) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Some of the Time). Other scores denote that percentages of respondents marked different combinations of A through E.

Item scores of 75 or more can signify strengths and item scores of 60 or less can signify weaknesses.

Condition 5: Learning Climate Items

3. ________
4. ________
23. ________
31. ________
32. ________
49. ________
60. ________
64. ________
80. ________
86. ________

Total ________

Condition 6: Parent/Community Involvement Items

5. ________
7. ________
11. ________
44. ________
50. ________
55. ________
66. ________

Total ________

Condition 7: Curriculum/Instruction Items

6. ________
9. ________
10. ________
12. ________
15. ________
24. ________
41. ________
45. ________
46. ________
53. ________
58. ________
65. ________
77. ________
90. ________
101. ________
104. ________
105. ________
106. ________
107. ________

Total ________

Condition 8: Expectations Items

1. ________
29. ________
30. ________
33. ________
34. ________
48. ________
56. ________
61. ________
79. ________
108. ________
109. ________
110. ________

Total ________

Condition 9: Instructional Leadership Items

22. ________
27. ________
35. ________
37. ________
39. ________
42. ________
51. ________
52. ________
54. ________
67. ________
72. ________
73. ________
111. ________

Total ________

Condition 10: Academic Learning Time Items

16. ________
17. ________
18. ________
20. ________
21. ________
25. ________
26. ________
63. ________
81. ________
82. ________
83. ________
103. ________

Total ________

Condition 11: Monitoring of Student Progress Items

8. ________
13. ________
14. ________
19. ________
28. ________
47. ________
68. ________
69. ________
70. ________
84. ________
85. ________
100. ________
102. ________
112. ________
Total ________

Condition 12: Empowerment/Professionalism Items

36. ________
38. ________
40. ________
57. ________
62. ________
71. ________
74. ________
75. ________
87. ________
88. ________
Total ________

Condition 13: Competency/Self-Renewal Items

43. ________
91. ________
92. ________
93. ________
94. ________
95. ________
96. ________
97. ________
98. ________
99. ________
Total ________

Condition 14: Vision Items

2. ________
59. ________
76. ________
78. ________
89. ________
Total ________

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS
Elementary Staff Survey
Form B

Designing Successful Schools item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked E (Seldom or Never) on a positively worded item or all marked A (All or Most of the Time) to a negatively worded item. A score of 100 means all respondents marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) on a negatively worded item. A score of 50 could mean that half of the participants marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) to a negatively worded item, and half of the respondents marked E (Seldom or Never) to a positively worded item or A (All or Most of the Time) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Some of the Time). Other scores denote that percentages of respondents marked different combinations of A through E.

Item scores of 75 or more can signify strengths and item scores of 60 or less can signify weaknesses.

Condition 5: Learning Climate Items

2. ________	26. ________	63. ________
3. ________	27. ________	69. ________
18. ________	52. ________	Total ________

Condition 6: Parent/Community Involvement Items

5. ________	38. ________	45. ________
9. ________	42. ________	53. ________
		Total ________

Condition 7: Curriculum/Instruction Items

4. ________	19. ________	73. ________
7. ________	35. ________	82. ________
8. ________	39. ________	85. ________
10. ________	47. ________	86. ________
12. ________	60. ________	87. ________
		Total ________

Condition 8: Expectations Items

24. ________
25. ________
28. ________
29. ________
41. ________
46. ________
49. ________
62. ________
88. ________
89. ________

Total ________

Condition 9: Instructional Leadership Items

17. ________
22. ________
30. ________
32. ________
33. ________
36. ________
43. ________
44. ________
54. ________

Total ________

Condition 10: Academic Learning Time Items

13. ________
14. ________
15. ________
16. ________
20. ________
21. ________
51. ________
64. ________
65. ________
66. ________
84. ________

Total ________

Condition 11: Monitoring of Student Progress Items

6. ________
11. ________
23. ________
40. ________
55. ________
56. ________
67. ________
68. ________
81. ________
83. ________
90. ________

Total ________

Condition 12: Empowerment/Professionalism Items

31. ________
34. ________
50. ________
57. ________
58. ________
70. ________
71. ________

Total ________

Condition 13: Competency/Self-Renewal Items

37. ________

74. ________

75. ________

76. ________

77. ________

78. ________

79. ________

80. ________

Total ________

Condition 14: Vision Items

1. ________

48. ________

59. ________

61. ________

72. ________

Total ________

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS
Elementary Staff Survey
Form C

Designing Successful Schools item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked E (Seldom or Never) on a positively worded item or all marked A (All or Most of the Time) to a negatively worded item. A score of 100 means all respondents marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) on a negatively worded item. A score of 50 could mean that half of the participants marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) to a negatively worded item, and half of the respondents marked E (Seldom or Never) to a positively worded item or A (All or Most of the Time) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Some of the Time). Other scores denote that percentages of respondents marked different combinations of A through E.

Item scores of 75 or more can signify strengths and item scores of 60 or less can signify weaknesses.

Condition 5: Learning Climate Items

1. ________
2. ________
7. ________
10. ________
11. ________
23. ________
26. ________
29. ________

Total ________

Condition 6: Parent/Community Involvement Items

3. ________
4. ________
17. ________
18. ________
21. ________
24. ________

Total ________

Condition 7: Curriculum/Instruction Items

5. ________
32. ________
33. ________

Total ________

Condition 8: Expectations Items

12. ________

Condition 9: Instructional Leadership Items

6. ________ 14. ________ 19. ________

9. ________ 15. ________ 20. ________

13. ________ 16. ________ 25. ________

Total ________

Condition 10: Academic Learning Time Items

8. ________ 27. ________ 28. ________

Total ________

Condition 11: Monitoring of Student Progress Items

31. ________

Condition 12: Empowerment/Professionalism Items

22. ________

Condition 13: Competency/Self-Renewal Items

30. ________

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS
Secondary Staff Survey
Form D

Designing Successful Schools item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked E (Seldom or Never) on a positively worded item or all marked A (All or Most of the Time) to a negatively worded item. A score of 100 means all respondents marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) on a negatively worded item. A score of 50 could mean that half of the participants marked A (All or Most of the Time) to a positively worded item or E (Seldom or Never) to a negatively worded item, and half of the respondents marked E (Seldom or Never) to a positively worded item or A (All or Most of the Time) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Some of the Time). Other scores denote that percentages of respondents marked different combinations of A through E.

Item scores of 65 or more can signify strengths and item scores of 50 or less can signify weaknesses.

Condition 5: Learning Climate Items

3. ________ 19. ________ 42. ________

15. ________ 29. ________ Total ________

Condition 6: Parent/Community Involvement Items

4. ________ 25. ________ 37. ________

5. ________ 30. ________

8. ________ 32. ________ Total ________

Condition 7: Curriculum/Instruction Items

7. ________ 26. ________ 49. ________

9. ________ 35. ________ 57. ________

11. ________ 40. ________ 58. ________

Total ________

Condition 8: Expectations Items

1. ________
18. ________
20. ________
28. ________
33. ________
36. ________
59. ________

Total ________

Condition 9: Instructional Leadership Items

17. ________
21. ________
22. ________
31. ________
38. ________

Total ________

Condition 10: Academic Learning Time Items

12. ________
13. ________
14. ________
16. ________
43. ________
44. ________

Total ________

Condition 11: Monitoring of Student Progress Items

6. ________
10. ________
27. ________
45. ________
46. ________

Total ________

Condition 12: Empowerment/Professionalism Items

23. ________
34. ________
47. ________

Total ________

Condition 13: Competency/Self-Renewal Items

24. ________
50. ________
51. ________
52. ________
53. ________
54. ________
55. ________
56. ________

Total ________

Condition 14: Vision Items

2. ________
39. ________
41. ________
48. ________

Total ________

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS
Elementary Student Survey

Designing Successful Schools (Student Survey) item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked B (No) on a positively worded item or all marked A (Yes) on a negatively worded item. A score of 100 means that all respondents marked A (Yes) on a positively worded item or B (No) on a negatively worded item. A score of 50 could mean that half of the participants marked A (Yes) to a positively worded item or B (No) to a negatively worded item, and half of the respondents marked B (No) to a positively worded item or A (Yes) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Uncertain). Other scores denote that percentages of respondents marked different combinations of A through C.

Item scores of 85 or more can signify strengths and item scores of 65 or less can signify weaknesses.

Condition 2: Social Success

5. ________
9. ________
14. ________
16. ________
33. ________
34. ________
37. ________
45. ________

Total ________

Condition 3: Self-Esteem As a Learner

6. ________
13. ________
17. ________
21. ________
26. ________
28. ________
63. ________

Total ________

Condition 4: Learning to Learn Skills

4. ________
11. ________
12. ________
41. ________
42. ________
43. ________
44. ________

Total ________

Condition 5: Learning Climate

1. ________
2. ________
3. ________
7. ________
8. ________
15. ________
18. ________
24. ________
25. ________
35. ________
36. ________
38. ________

Total ________

Condition 6: Parent/Community Involvement

19. ________
23. ________
32. ________
39. ________
57. ________

Total ________

Condition 8: Expectations

22. ________
29. ________
40. ________
46. ________
58. ________
61. ________
62. ________

Total ________

Condition 9: Instructional Leadership

27. ________
47. ________
48. ________
49. ________

Total ________

Condition 10: Academic Learning Time

10. ________
30. ________
59. ________
60. ________

Total ________

Condition 11: Monitoring Student Progress

20. ________
31. ________
50. ________
51. ________

Total ________

Condition 12: Empowerment/Professionalism

52. ________
53. ________
54. ________
55. ________
56. ________

Total ________

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS

Secondary Student Survey

Designing Successful Schools (Student Survey) item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked B (No) on a positively worded item or all marked A (Yes) on a negatively worded item. A score of 100 means that all respondents marked A (Yes) on a positively worded item or B (No) on a negatively worded item. A score of 50 could mean that half of the participants marked A (Yes) to a positively worded item or B (No) to a negatively worded item, and half of the respondents marked B (No) to a positively worded item or A (Yes) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Uncertain). Other scores denote that percentages of respondents marked different combinations of A through C.

Item scores of 75 or more can signify strengths and item scores of 60 or less can signify weaknesses.

Condition 2: Social Success

4. ________
7. ________
13. ________
28. ________
29. ________
32. ________

Total ________

Condition 3: Self-Esteem As a Learner

5. ________
10. ________
11. ________
14. ________
17. ________
21. ________

Total ________

Condition 4: Learning to Learn Skills

3. ________
37. ________
38. ________
39. ________

Total ________

Condition 5: Learning Climate

1. ________
2. ________
6. ________
12. ________
18. ________
19. ________
22. ________
31. ________
33. ________
59. ________

Total ________

Condition 6: Parent/Community Involvement

27. ________ 36. ________

34. ________ 53. ________ Total ________

Condition 7: Curriculum and Instruction

43. ________ 57. ________ 63. ________

44. ________ 60. ________ Total ________

Condition 8: Expectations

24. ________ 52. ________ 58. ________

35. ________ 54. ________

41. ________ Total ________

Condition 9: Instructional Leadership

20. ________ 42. ________ 62. ________

40. ________ 45. ________ Total ________

Condition 10: Academic Learning Time

8. ________ 30. ________ 56. ________

25. ________ 55. ________ Total ________

Condition 11: Monitoring Student Progress

9. ________ 26. ________ 61. ________

16. ________ 46. ________

23. ________ 47. ________ Total ________

Condition 12: Empowerment/Professionalism

15. ________ 49. ________ 51. ________

48. ________ 50. ________ Total ________

RESULTS OF DESIGNING SUCCESSFUL SCHOOLS
Parent/Community Survey

Designing Successful Schools (Student Survey) item scores have a range of zero to one hundred (0-100). A score of zero means that all respondents marked B (No) on a positively worded item or all marked A (Yes) on a negatively worded item. A score of 100 means that all respondents marked A (Yes) on a positively worded item or B (No) on a negatively worded item. A score of 50 could mean that half of the participants marked A (Yes) to a positively worded item or B (No) to a negatively worded item, and half of the respondents marked B (No) to a positively worded item or A (Yes) to a negatively worded item. A score of 50 could also mean that all the respondents marked C (Uncertain). Other scores denote that percentages of respondents marked different combinations of A through C.

Item scores of 75 or more can signify strengths and item scores of 60 or less can signify weaknesses.

Condition 1: Attendance

3. ________ 16. ________

13. ________ 29. ________ Total ________

Condition 2: Social Success

8. ________ 63. ________

57. ________ 66. ________ Total ________

Condition 3: Self-Esteem As a Learner

9. ________ 35. ________

10. ________ Total ________

Condition 4: Learning to Learn Skills

15. ________ 47. ________

17. ________ Total ________

Condition 5: Learning Climate

18. ________
20. ________
22. ________
28. ________
32. ________
42. ________
49. ________
56. ________
64. ________

Total ________

Condition 6: Parent/Community Involvement

6. ________
12. ________
24. ________
26. ________
27. ________
30. ________
50. ________

Total ________

Condition 7: Curriculum and Instruction

31. ________
33. ________
34. ________
36. ________
38. ________
40. ________
54. ________

Total ________

Condition 8: Expectations

14. ________
41. ________
43. ________
60. ________

Total ________

Condition 9: Instructional Leadership

4. ________
23. ________
44. ________
46. ________
65. ________

Total ________

Condition 10: Academic Learning Time

7. ________
19. ________
48. ________

Total ________

Condition 11: Monitoring Student Progress

5. ________
51. ________
52. ________
53. ________

Total ________

Condition 12: Empowerment/Professionalism

11. ________ 45. ________ 61. ________

21. ________ 55. ________

37. ________ Total ________

Condition 13: Competency/Self-Renewal

2. ________ 58. ________

39. ________ Total ________

Condition 14: Vision

1. ________ 59. ________

25. ________ 62. ________ Total ________

ANALYSIS OF TEST RESULTS

GRADE ____

NORM-REFERENCED TESTS

AREAS WITH HIGHEST PERCENTILE RANKS	AREAS WITH LOWEST PERCENTILE RANKS
____________________	____________________
____________________	____________________

AREAS WITH HIGHEST PERCENTAGE IN PERCENTILE RANK QUARTER 76-99	AREAS WITH HIGHEST PERCENTAGE IN PERCENTILE RANK QUARTER 1-25
____________________	____________________
____________________	____________________

AREAS WITH LOWEST PERCENTAGE IN PERCENTILE RANK QUARTER 1-25	AREAS WITH LOWEST PERCENTAGE IN PERCENTILE RANK QUARTER 76-99
____________________	____________________
____________________	____________________

CRITERION-REFERENCED TESTS/INFORMATION

Use these criteria for selecting objectives:

1. Discrepancy between school and district
2. Importance of objective in curriculum
3. Low percent mastery

OBJECTIVE NUMBER/STATEMENT

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

8.____________________

9.____________________

10.____________________

SELECTED OBJECTIVES

__________ __________ __________ __________

__________ __________ __________ __________

Appendix E

DISAGGREGATING STUDENT DATA

Disaggregation is the process of separating students into two or more groups and determining whether differences exist between or among the groups dealing with a variable such as achievement in reading. The process is relatively simple as outlined below.

1. Separate the students into groups. The groups may be boys and girls: they may be students who are participants in the free and reduced-price lunch program versus those who are not participants; the groups may be separated by ethnicity; or, the groups may be those students who completed a certain group of core classes versus those who did not. There are all sorts of groupings that are possible.
2. Determine performance of the identified groups. Compute the means and standard deviations for the groups on a measure such as a standardized test, a criterion-referenced test, or some other assessment instrument. The percentage of students who mastered some task may be used as a measure. Other possibilities exist. The idea is to determine the performance of each group of students on some variable.
3. Determine if the differences are statistically different. Use a statistical test to determine whether the differences between or among the groups are significant. Take into account whether the differences are educationally significant.

Example 1

Group 1: Students who participated in the free, reduced-price lunch program.

Group 2: Students who paid for their lunches.

Variable	Group 1	Group 2
Percentage of students who scored from the 76th through the 99th percentile rank in Reading Comprehension on a standardized test.	25.6%	30.7%

Statistical Treatment: A z-test for proportions may be used to determine whether the percentages 25.6 and 30.7 are significantly different.

Example 2

Group 1: Students who were absent from school less than 30 days over a 10-year period.

Group 2: Students who were absent from school 31-60 days over a 10-year period.

Group 3: Students who were absent from school 61-90 days over a 10-year period.

	Group 1		Group 2		Group 3	
Variable	Mean	S.D.	Mean	S.D.	Mean	S.D.
Mean scale score in Mathematics Computation on a standardized test.	631	24	623	26	618	27

Statistical Treatment. Analysis of variance may be used to determine whether the means are significantly different. If so, appropriate post hoc test should be used to determine which of the means are significantly different.

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NOTATION:

Throughout the documentation and the program, active keys are separated from the text by enclosing the active keys in < and > symbols such as "Press <ENTER> to proceed: " or { and } symbols such as {Esc} or {PgDn}. DO NOT TYPE <> or {}.

EQUIPMENT:

IBM-PC or compatible
Scantron half-page or full-page option 2 scanner and Scantron form 2200, 22000 or equivalent.
Model Number: 1200, 1300, 2100, 1400, or 5200.
Printer.

SCANNER SWITCH SETTINGS:

This software can be set to match your scanner settings. Our suggested settings are 9600 Baud, 7 bit word, EVEN parity, and 2 stop bits.

To see the various models and their switch positions, at the DOS prompt, type <SWITCH> and press<ENTER>. Select your scanner model and the switch positions will be displayed.

BEFORE GETTING STARTED:

Make backup copies of the MASTER diskette and put in a safe place.

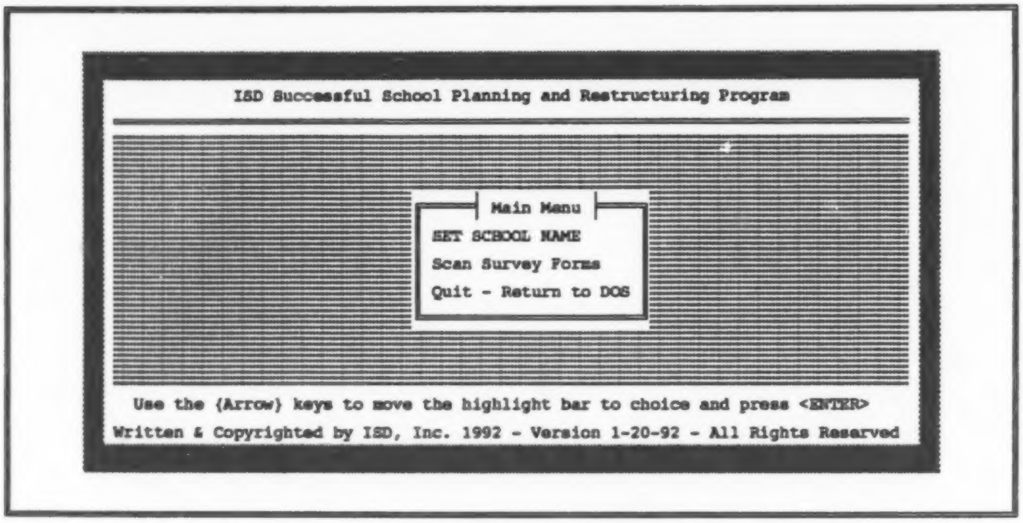
OVERVIEW:

To prepare a survey, make as many copies of the survey as are needed. Have each respondent mark (using a number 2 pencil) a Scantron form in response to each question on the survey. This software will scan the Scantron forms, calculate the weighted percentages and score for each question and condition. The report will be sorted by condition.

See Appendix B for directions and survey questions.

SET SCREEN COLORS: See last page.

GETTING STARTED:
At the DOS prompt, type <SURVEY> and press <ENTER>. After the SSP&R logo appears, press any key and the following screen will appear:



ISD Successful School Planning and Restructuring Program

Use the {Arrow} keys to move the highlight bar to choice and press <ENTER>

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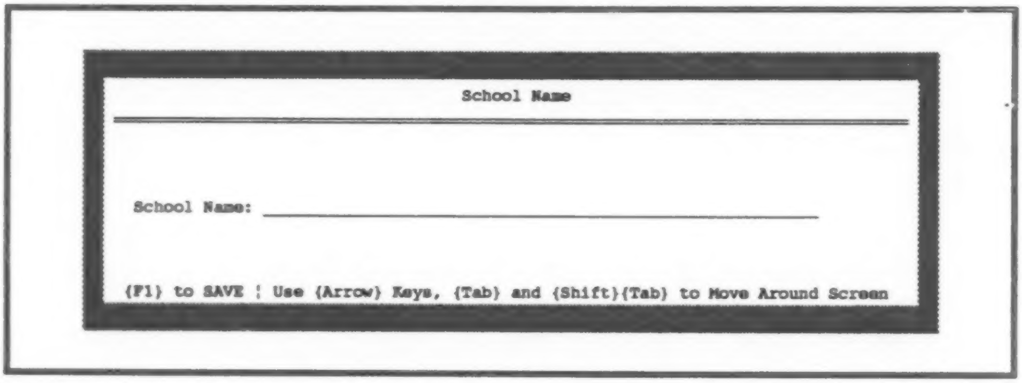
This is a moving highlight bar menu. Each choice will be explained in the order it appears on the menu.

SET SCHOOL NAME ***
The following screen will appear:



School Name

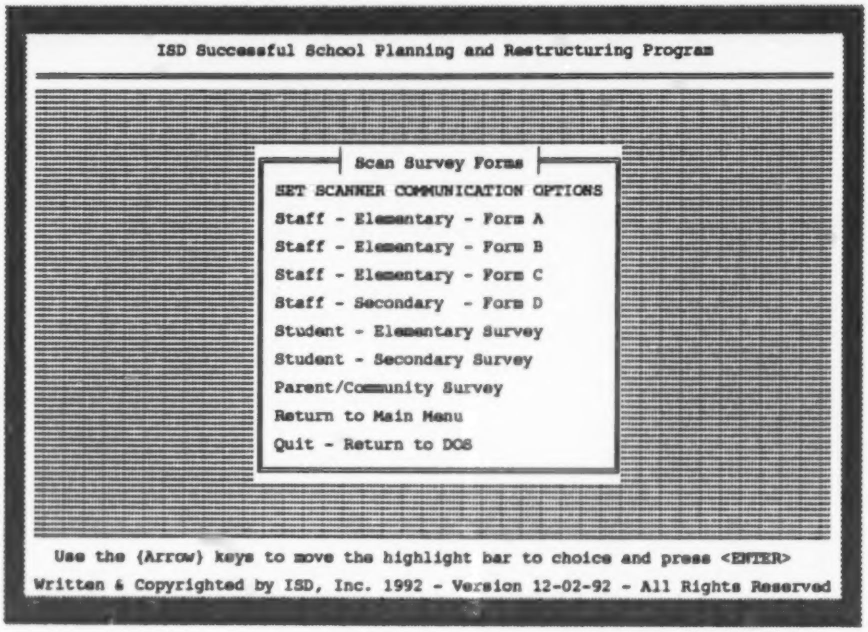
School Name: ____

{F1} to SAVE ¦ Use {Arrow} Keys, {Tab} and {Shift}{Tab} to Move Around Screen

Enter the school name as it is to appear on the reports. Press {F1} when finished and the main menu will re-appear.

SCAN SURVEY FORMS **

The following screen will appear:


ISD Successful School Planning and Restructuring Program

Scan Survey Forms
SET SCANNER COMMUNICATION OPTIONS
Staff - Elementary - Form A
Staff - Elementary - Form B
Staff - Elementary - Form C
Staff - Secondary - Form D
Student - Elementary Survey
Student - Secondary Survey
Parent/Community Survey
Return to Main Menu
Quit - Return to DOS

Use the (Arrow) keys to move the highlight bar to choice and press <ENTER>

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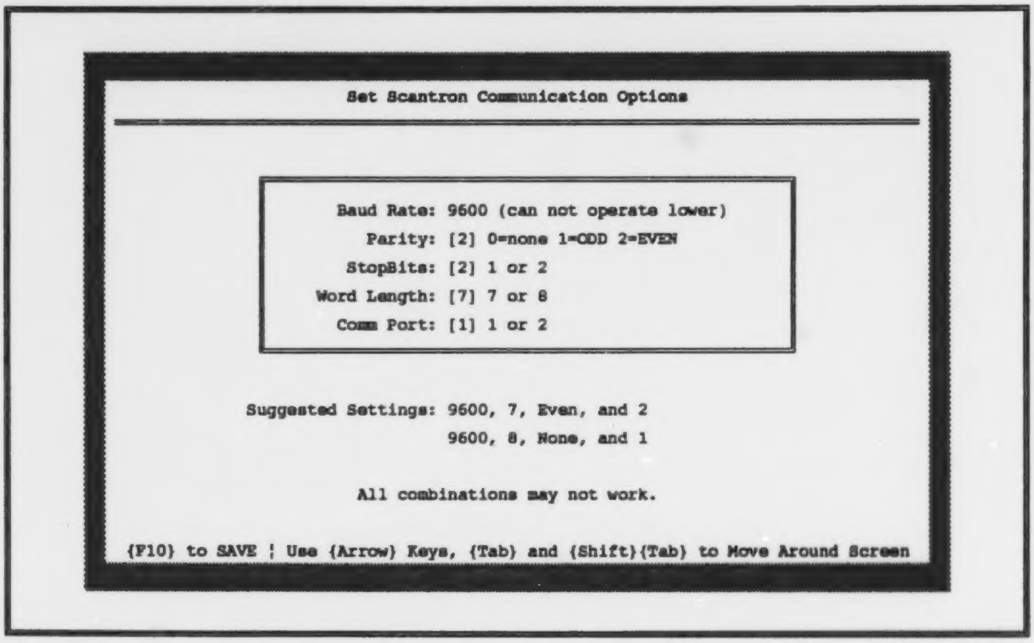
This is a moving highlight bar menu. This menu identifies the seven surveys that are available and allows the user to set the scanner options.

EST COPY AVAILABLE

SET SCANNER OPTIONS ***
The following screen will appear:



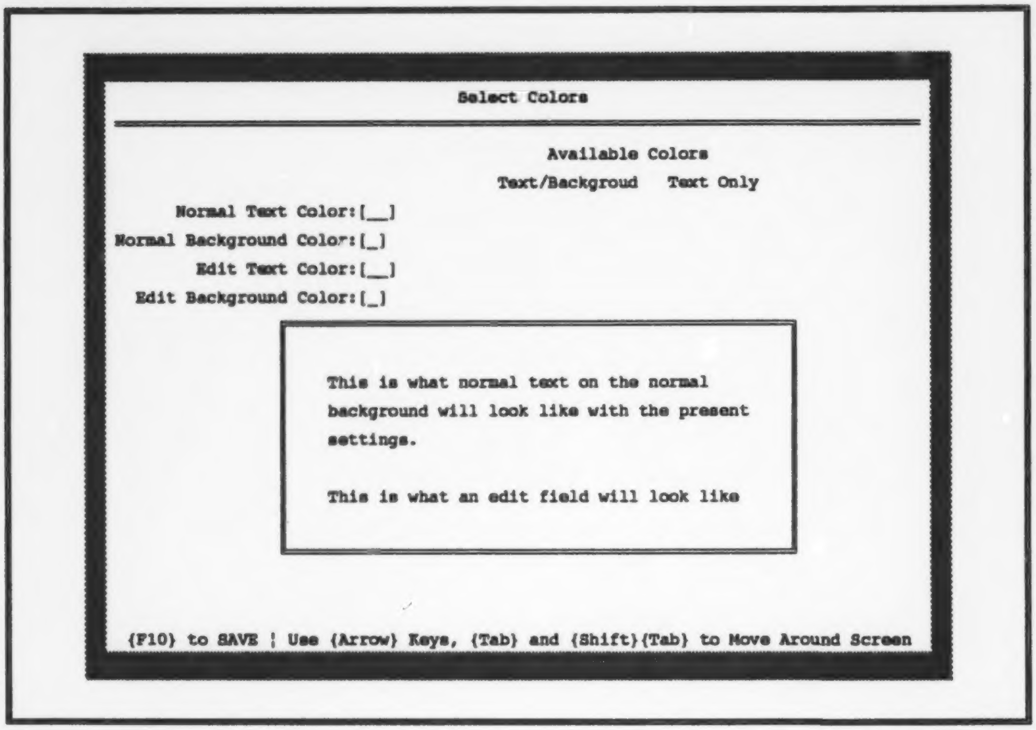
```
                    Set Scantron Communication Options

              Baud Rate: 9600 (can not operate lower)
                 Parity: [2] 0=none 1=ODD 2=EVEN
               StopBits: [2] 1 or 2
            Word Length: [7] 7 or 8
              Comm Port: [1] 1 or 2

     Suggested Settings: 9600, 7, Even, and 2
                         9600, 8, None, and 1

                  All combinations may not work.

{F10} to SAVE ¦ Use {Arrow} Keys, {Tab} and {Shift}{Tab} to Move Around Screen
```

The previous settings will be displayed. Change as needed. Press {F10} when finished and the scanning menu will appear.

To scan any survey form, put the highlight bar on the survey name and press <ENTER>. Follow the directions on the screen. When finished scanning, press the {END} switch on the scanner and the program will print out a report per the sample at the back of the documentation.

BEST COPY AVAILABLE

SET SCREEN COLORS:
At the DOS prompt, type <SETCOLOR> and the following screen will appear.



```
                                 Select Colors
================================================================================
                                           Available Colors
                                      Text/Backgroud   Text Only
       Normal Text Color:[__]
 Normal Background Color:[_]
         Edit Text Color:[__]
   Edit Background Color:[_]

                  This is what normal text on the normal
                  background will look like with the present
                  settings.

                  This is what an edit field will look like

 {F10} to SAVE ¦ Use {Arrow} Keys, {Tab} and {Shift}{Tab} to Move Around Screen
```

Select color scheme desired. Press {F10} when finished.

Successful School Planning and Restructuring

Expanded Work Guide

Expanded Work Guide

School improvement planning and implementation is a worthwhile venture for all school personnel. It can, however, become a difficult, arduous assignment for already busy practitioners, especially if the process is new and the responsibilities for decision making rests with the team members. The expanded work guide was written to assist the team members and other committee personnel. Each step is described in detail to guide the team members through each procedural segment. The aim is to make school improvement planning and the restructuring process an easily comprehensible task. A list of necessary materials is included along with the approximate time allotment required to complete the work assignments.

Purpose:

The purpose of the expanded work guide is to:

- add concrete procedural steps to the present work guide found at the end of each chapter.

- provide a step by step working process that assists the leadership team to proceed independently while becoming more knowledgeable regarding successful school planning.

- enhance and facilitate the training program for all staff.

LEADERSHIP TEAM SEMINAR

SELECTION OF THE LEADERSHIP TEAM

Preliminary Planning

1. Plan a method to reward team members since they will be responsible for some indepth planning and decision making. Possibilities include: comp time, professional growth points, college credit.

2. Plan for the selection of team members. Read Pages 1-4 in text.

3. Organize a portfolio system to save deliberations of the leadership team during its seminar sessions.

LEADERSHIP TEAM SEMINAR

Chapter 1
Expanded Work Guide

Sessions Needed: 2

Session 1: Approximately one and one-half hours.

Work Guide Activities: 1, 2, 3.
Materials Needed: Overhead projector, transparencies of Transparency Masters 1, 2, 3, 4, 5 and copies of Pages 6-9 for each team member.

Step 1: Show Transparency 1 and ask team members to complete each sentence.

Step 2: Using blank transparencies, chalkboard, or flip charts, record responses of team members for each statement.

Step 3: Discuss briefly the leadership team responsibilities and areas of expertise that are needed by the team as a whole, but not necessarily by individual team members (Page 4). Use Transparency Masters 2 and 3.

Step 4: Analyze the responses of team members in regards to areas of expertise needed and discuss possible training for the leadership team and staff. Make certain these suggestions are saved and placed in the portfolio.

Step 5: Show transparency of Transparency Master 4 (The Twelve Steps to Success) and describe the ideas/activities involved in each step.

Step 6: Show transparency of Transparency Master 5 (Outcomes Needed for the 21st Century). Have team members brainstorm ideas to add to the list. Save the list of added ideas and place in the portfolio.

Step 7: Have each member read the printed pages (Pages 6-9) and place a (+) beside each idea in the definition or condition with which they strongly agree. Have them place a (-) beside each idea with which they have reservations or negative feelings about.

Step 8: In groups of 3, have team discuss the (+) and (-) statements. Compile a ranked list of conditions to be shared with the total leadership team. Rank the conditions beginning with those that are felt to be the most important for success.

Step 9: Have each group report on its ranked list of conditions. Develop a team concensus. Record results.

Leadership Team Seminar - Chapter 1 - Continued

Session 2: Approximately one and one-half hours.
Work Guide Activities: 4, 5, 6, 7.
Materials Needed: Chart board, markers, mission statement examples, copies of surveys.

Step 1: Ask team members to identify the things that the school does especially well. Record responses.

Step 2: Ask team members to brainstorm the identification of existing school problems. Record responses.

Step 3: Group related problems and construct a problem statement that encompasses that group.

Step 4: Identify those problem statements the team feels should be addressed.

Step 5: Discuss the purpose of a mission statement. Distribute several examples of mission statements.

Step 6: Divide the team into three groups and ask that each group construct a mission statement.

Step 7: Each team should share its proposed mission statement. Combine the three statements into one. Write the final statement and duplicate.

Step 8: Have team members examine copies of the surveys.

Step 9: Devise a method for distributing and returning completed surveys for scoring.

Step 10: Assign a committee to examine survey results and to prepare a presentation to the school staff.

Step 11: Ask team members to volunteer to examine research related to the problems identified in Activities 3 and 4. Make assignments regarding the time that presentations will be made to the team.

Step 12: After this session, send a copy of the proposed Mission Statement (Step 7) to each team member. Team members will examine the statement, make suggestion, and return so that suggestions can be incorporated.

LEADERSHIP TEAM SEMINAR

Chapter 2
Expanded Work Guide

Sessions Needed: 1

Session 1: Approximately one hour.
Work Guide Activities: 1, Preparation for 2.
Materials Needed: Transparency of Transparency Master 5, surveys containing Educational Outcomes (Pages 2-3).

Step 1: Show the transparency and select one outcome and discuss the following:

a. What indicators are there that show this is a worthy outcome?

b. Do I feel in my current position that I can, should, or want to do something about this problem?

c. What skills do I have as a staff member that will enable me to become successful with this outcome?

d. What collective skills does this staff possess that would bring about success?

e. What resources are available that would help this staff accomplish this outcome?

f. What resources are needed, but not readily available to accomplish the outcome?

g. What instructional practices regularly used would enhance the realization of the outcome?

h. What instructional practices would hinder the realization of the outcome?

i. How will progress toward the outcome be monitored?

Examples of possible responses:

Outcome: Improve the holding power of schools such that virtually all students at least finish high school.

Question a: What indicators are there that show this is a worthy outcome?
(1) Jobs that require lower level skills are being done by machines.
(2) Individuals cannot support a family on the income received from jobs that require few skills.
(3) The percentage of children considered to be at the poverty level is increasing.
(4) People need to feel they are in control of their destinies.

Question b: In my current position can I or should I want to do something about this problem?
(1) If the schools cannot hold students, other entities will assume the functions of the schools.
(2) There is a current movement to privatize schools.
(3) It is the school's moral responsibility to educate all students.

Question c: What skills do I have that will help accomplish the outcome?
(1) I have skills to work with discouraged students.
(2) I can motivate students to do their best.
(3) I have ideas to restructure the school such that more relevant educational experiences can be provided students.

Question d: What collective skills does this staff have that would bring about success?
(1) The staff is enthusiastic.
(2) The staff is motivated to improve.
(3) The staff is professional.
(4) The staff seeks to find solutions to problems.

Question e: What resources are available to help staff accomplish this outcome?
(1) The University located in the city is anxious to work with the school system.
(2) Business partnerships provide access to people and material resources.

Question f: What resources are needed, but not readily available to accomplish the outcome?
(1) The school community is not open to change.
(2) The school community is not willing to provide funding for innovative projects.
(3) The school administration is not open to change.

Question g: What instructional practices regularly used would enhance the realization of the outcome?

(1) The use of technology to ensure the mastery of basic skills would provide incentive to students.
(2) Teaching students to evaluate their own progress would enhance achievement of the outcome.
(3) The principles of motivation should be used as routine instructional practices.

Question h: What instructional practices would hinder the realization of the outcome?

(1) Rote learning.
(2) The lecture method.

Question i: How will progress toward the outcome be monitored?

(1) Graduate follow-up surveys will be conducted annually.
(2) Students who have dropped out will be contacted periodically to encourage them to re-enter.

Step 2: Duplicate the outcomes and distribute to staff. Ask that they rank the outcomes from the most important to the least important.

Step 3: Using the returned surveys, compile a list of the four most important outcomes.

Step 4: Meet as a total staff to determine answers to the questions below. Plan for group work. Assign one outcome to each group. Ask for groups to respond.

a. What is the feeling of the group concerning this outcome?

b. What skills do individuals in the group have to help accomplish the outcome?

c. What skills do the individuals in the total staff have to help accomplish this outcome?

d. What changes would have to take place in the school structure to accomplish the outcome?

e. What instructional practices regularly used would enhance the realization of the outcome?

f. How would achievement of the outcome be determined?

LEADERSHIP TEAM SEMINAR

Chapter 3
Expanded Work Guide

Sessions Needed: 3

Session 1: Approximately one hour.
Work Guide Activities: 1, 2.
Materials Needed: Duplicated copies of Pages 25-36 for each staff member.

Step 1: Duplicate and distribute to staff Pages 25-36. Ask staff to place a "+" beside the sub-conditions they feel are essential to the accomplishment of the condition.

Step 2: Collect staff responses and compile a list of sub-conditions that are felt to be essential.

Step 3: Make plans for the staff meeting.

- a. Decide how to divide the staff into groups.
- b. Duplicate lists of essential sub-conditions along with related conditions.

Session 2: Approximately one hour (Entire Staff Meeting).
Work Guide Activity: 3.
Materials Needed: Lists of conditions with essential sub-conditions.

Step 1: Divide the staff into prearranged groups with a member of the leadership team in each group.

Step 2: Assign conditions and sub-conditions to each group.

Step 3: Ask each group to validate the essential sub-conditions. Some may be discarded and some may be added to enhance the accomplishment of the condition.

Step 4: Each group presents its findings and hands them to the leadership team for compilation.

Leadership Team Seminar - Chapter 3 - Continued

Session 3: Approximately one hour.
Work Guide Activity: 4.
Materials Needed: Reports from the staff groups regarding essential sub-conditions.

Step 1: Examine the lists and record the sub-conditions that were retained or added.

Step 2: Prepare a staff hand-out that includes the conditions and their respective sub-conditions.

Step 3: Distribute to staff.

LEADERSHIP TEAM SEMINAR

Chapter 4
Expanded Work Guide

Sessions Needed: 5

Session 1: Approximately two hours (one hour preparation and one hour for staff meeting).
Work Guide Activity: 1.
Materials Needed: Results of student, staff, and parent surveys.

Step 1: Prepare for staff meeting.

- a. Decide who will present the findings of each survey.
- b: Develop transparencies or hand-outs to be used.

Step 2: Present findings to staff (entire staff meeting).

Step 3: Inform staff that the next step will be the prioritization of needs and that their input will be solicited.

Session 2: Approximately two hours.
Work Guide Activities: 2, 3, 4, 5, 6.
Materials Needed: Survey results and lists of essential sub-conditions.

Step 1: Use the print-outs of the survey results and compare with the essential sub-conditions. Determine how the essential sub-conditions fared in the survey. For example, if the staff felt an essential sub-condition was "the most experienced teachers continue to acquire new teaching skills that will improve their performance" (Condition 13, Sub-condition 1), check the item score for Item 37 (Form B) to see if it received a high score. If not, this would constitute a weakness.

Step 2: Prepare a list of perceived weakness statements by condition.

Step 3: Combine similar weaknesses.

Step 4: Write statements of need from Step 3.

Step 5: Prepare a list of needs statements and distribute to staff for prioritization.

Session 3: Approximately two hours.
Work Guide Activity: 7.
Materials Needed: Assessment results, analysis forms for each grade level or each subject/course.

Step 1: Expand the leadership team with representatives from each grade level or subject area.

Step 2: Examine assessment results and prepare an analysis for each grade level/subject area (Page 42). Complete the analysis down to "SELECTED OBJECTIVES."

Step 3: Have the representatives from each grade level or subject area take the ANALYSIS OF TEST RESULTS form to their respective grade level or subject area teachers and complete the last section of the form, "SELECTED OBJECTIVES." They should then submit the completed form to the leadership team for Session 2 activities.

Session 4: Approximately four hours.
Work Guide Activities: 8, 9.
Materials Needed: Prioritized needs from staff, academic needs from Session 2.

Step 1: Examine results obtained from staff regarding their prioritization of needs. Select the top 5 or 6 needs from the prioritized list to be addressed. Examine the academic needs revealed in the ANALYSIS OF TEST RESULTS activity. Each improvement plan should include goals similar to the goal example on Page 47.

Step 2: Write goals that would remedy each weakness (need).

Step 3: Write the indicators to be used to determine how things would look if the goal were achieved.

Step 4: Write sub-goals.

Step 5: Write activities, identify responsibilities, and establish timelines.

Step 6: Submit the goal statements and related activities to staff members and ask them to review the goals and suggest revisions. The suggested revisions should be submitted to the leadership team.

Step 7: Prepare a form to accompany the suggested goals as they are sent to staff. The form should include the staff member's name, a concurrence statement and a concurrence statement with revisions.

Session 5: Approximately two hours.
Materials Needed: Suggested goal revisions.

Step 1: Examine comments of staff and make goal revisions as necessary.

Step 2: Prepare the improvement plan document:

- a. The Mission Statement
- b. The Goal Statements and Accompanying Materials
- c. Evaluation Plan
- d. The Appendix
    - (1) Data Used
    - (2) Strengths
    - (3) Weaknesses
    - (4) Needs
- e. The Bibliography

GOAL REVIEW AND APPROVAL

NAME: ______________________________ DATE ______________

GOAL ___: (STATEMENT)

STAFF MEMBER'S COMMENTS:

________ I concur with this goal as written.

________ I concur with this goal with the following revisions.

LEADERSHIP TEAM SEMINAR

Chapter 5
Expanded Work Guide

Sessions Needed: 4

Session 1: Approximately one hour.
Work Guide Activity: 1.
Materials Needed: None.

Step 1: Prepare suggested agendas for at least four (one per quarter) staff meetings. The purpose of these meetings is to hear reports from staff members who are responsible for certain activities relating to improvement plan goals. For example, the Curriculum Committee could present a report on its findings. (See Activity b for Sub-Goal 1.1--Page 80.) Be sure each goal is focused upon during a staff meeting.

Step 2: Distribute the suggested agendas to the staff so that persons responsible may respond to agenda items. Ask staff for ideas for additional agenda items.

Step 3: Prepare a form to be submitted to those responsible for activities to inform the leadership team about problems that may be impeding goal attainment.

Session 2: Approximately one hour.
Work Guide Activity: 2.
Materials Needed: None.

Step 1: Plan staff development proposals to assist in goal attainment. Use the responses generated from the Expanded Work Guide for Chapter 1, Session 1, Step 4. As another source, examine goal activities and plan offerings that will lead to goal attainment.

Step 2: Submit the proposals to staff for reaction and suggestions.

Leadership Team Seminar - Chapter 5 - Continued

Session 3: Approximately two hours.
Work Guide Activity: 3.
Materials Needed: None.

Step 1: Plan a method to inform the school community about the improvement plan and progress toward goal attainment. In addition, request participation regarding activities in which the community may be able to assist.

Step 2: Prepare the documents needed and distribute to members of the school community to encourage input.

Session 4: Approximately two hours.
Work Guide Activities: 1, 2, 3.
Materials Needed: Returned agendas, staff development proposals, and community responses.

Step 1: Examine agenda items and finalize the agendas for at least four staff meetings. Distribute to staff. Make changes later if the need arises.

Step 2: Examine staff development proposals and plan 2 or 3 staff development offerings related to these proposals.

Step 3: Examine the school community responses and plan a way to involve the people who demonstrated an interest to be of assistance in goal accomplishment.

LEADERSHIP TEAM SEMINAR

Team Building

Please complete the following statements:

I am part of this team because:

I bring the following skills and attitudes to this team:

My expectations for the team are:

Team member qualities necessary for this team to succeed are:

Transparency Master 1

LEADERSHIP TEAM SEMINAR

Team Responsibilities

Team responsibilities include:

1. Making decisions.
2. Accepting responsibility for implementing the decisions made.
3. Designing and inventing new structures and procedures.
4. Becoming instrumental in bringing about desired change.
5. Managing and improving the school.
6. Focusing on accountability of student performance.
7. Increasing motivation and commitment of all staff.
8. Keeping communication and information flow constant.
9. Improving and maintaining parent and community involvement.
10. Setting goals determined by school staff perceptions of needs and analysis of data.
11. Seeking long-range commitment to implementation.
12. Coordinating all program components.

Transparency Master 2

LEADERSHIP TEAM SEMINAR

Staff Development

Training areas include:

1. Empowerment/responsibility.
2. Team building.
3. Group problem solving.
4. Communication skills and consensus building.
5. Change process.
6. Goal setting/action planning.
7. Data gathering/analysis.
8. Collaborative decision making.
9. Use of current research.
10. Organizational skills.

Transparency Master 3

LEADERSHIP TEAM SEMINAR

Steps to Success

The steps to success include the following:

1. Make a decision that the school can be better.
2. Organize a successful school leadership team.
3. Construct a mission statement.
4. Collect and analyze data.
5. Identify needs based on the data.
6. Establish goals.
7. Perform a discrepancy analysis between goals and mission statement and modify the mission statement if necessary.
8. Write sub-goals and objectives with performance indicators.
9. Establish timelines.
10. Designate responsibilities and resources.
11. Implement the written plan.
12. Make periodic reviews to determine accomplishment and need for revision.

Transparency Master 4

LEADERSHIP TEAM SEMINAR

Outcomes for Education

1. Increase the number of students who have mastered the basic skills.
2. Provide students with a substantial knowledge base as well as higher order cognitive skills.
3. Help students achieve a thorough understanding of the subject matter, and an ability to apply this knowledge in creative and imaginative ways.
4. Narrow the achievement gap between minority and majority youth.
5. Improve the holding power of schools so that virtually all students at least finish high school.
6. Enhance the professional environment for teaching.
7. Prepare students to enter a rapidly changing job market.
8. Place more emphasis on "traditional" academic subjects such as reading, writing, and mathematics since the need for these skills will increase.
9. Plan well the use of new learning technologies that enable machines and humans to make learning a relevant and applicable future skill.
10. Provide for lifespan learning beyond Grade 12.
11. Empower the people closest to the job to make decisions.

Transparency Master 5